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ABSTRACT

This Language Arts Framework provides a description of what students should know and do in English, language arts, and reading classrooms, kindergarten through twelfth grade. The framework addresses the interrelatedness of reading, writing, speaking, listening, and viewing. The intent is to raise expectations for student performance, provide intellectual challenge, and promote students' individual achievement. The framework is organized by grades. In addition, the framework includes sections on the following: a sample standardized curriculum format; a philosophy statement/preamble; the learning environment; K-12 Goals; Mississippi's balanced approach to a comprehensive reading program; and a chart of scope and sequence continuum of competencies. Other sections focus on the following: Accelerated English; Advanced Placement English Language and Composition; African-American Literature; the American novel; creative writing; developmental reading; Mississippi writers; mythology; short story; technical and workplace writing; Twentieth Century literature; world literature; written communication; journalism; oral communication; public speaking; and debate. Four appendixes contain: suggested assessment methods; 5 categories of resources; a 36-item glossary; and an introduction to the process of instructional intervention. (PM)

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Mississippi Language Arts Framework

with the Process of Instructional Intervention

2000

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Mississippi Language Arts Framework
with the
Process of Instructional Intervention

2000

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TABLE OF CONTENTS

Introduction: About the *Mississippi Language Arts Framework* 5
Note to the Curriculum Writing Team 7
Sample Standardized Curriculum Format 8
Philosophy Statement/Preamble 10
The Learning Environment 11
K-12 Goals 13
Mississippi's Balanced Approach to a Comprehensive Reading Program 13
Chart of Scope and Sequence Continuum of Competencies 14
Kindergarten 16
First Grade 24
Second Grade 32
Third Grade 40
Fourth Grade 48
Fifth Grade 58
Sixth Grade 68
Seventh Grade 78
Eighth Grade 87
Ninth Grade 97
Tenth Grade 105
Eleventh Grade 113
Twelfth Grade 121
Accelerated English 130
Advanced Placement: English Language and Composition 131
Advanced Placement: English Literature and Composition 133
African-American Literature 135
The American Novel 149
Creative Writing 155
Developmental Reading 159
Mississippi Writers 161
Mythology 167

Short Story 171
Technical and Workplace Writing 175
Twentieth Century Literature 181
World Literature 189
Written Communication 199
Introduction to Journalism 200
Journalism Laboratory I, II, III 203
Oral Communication—Middle School 206
Oral Communication I 209
Oral Communication II 213
Public Speaking 216
Debate I 219
Debate II 222
Debate III 225
Appendix I: Assessments i
Appendix II: Resources xviii
Appendix III: Glossary xxii
Appendix IV: Introduction to the Process of Instructional Intervention xxvi
Appendix V: K-3 Reading Instructional Intervention Supplement xxvii
Appendix VI: 4-8 Reading Instructional Intervention Supplement xxviii
Appendix VII: K-3 Writing Instructional Intervention Supplement xxix
Appendix VIII: 4-8 Writing Instructional Intervention Supplement xxx

Introduction: About the Language Arts Framework

Purpose of the framework

The Language Arts Framework provides a description of what students should know and do in English, language arts, and reading classrooms, kindergarten through twelfth grade. The framework addresses the interrelatedness of reading, writing, speaking, listening, and viewing. The framework combines and replaces the previously separate curriculum structures for reading and for English language arts. The framework takes effect in fall 1997 and may be taught in the transition year 1996-97.

This document is intended to advance learning and instruction in the language arts. Heretofore, teachers have emphasized basic skills and independent learning. This document is not intended to do away with these practices, but incorporates them and extends them to a demanding level of performance and application. The intent is to raise expectations for student performance, provide intellectual challenge, and promote students' individual achievement. The document should be taught with these ends in mind.

Organization of the framework

The framework is organized by grades. A sample format of each grade's curriculum is located on pages 9-10. The part of the framework that is required to be taught is the competencies, printed in bold face type. The competencies, combining the strands of reading, writing, speaking, listening, and viewing, emphasize the integrated nature of language. Below each competency are objectives, which are suggested, not mandated. The framework also contains suggested teaching and assessment strategies, sample rubrics in the appendix, a glossary, and a list of general resources.

Competencies and objectives: Their purposes and uses

The competencies, printed in bold face type, are the part of the document that is required to be taught to all students. The competencies are intentionally broad to allow school districts the flexibility to shape the curriculum to the needs of their students. Competencies may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be used like a list of discrete skills that are to be taught once and checked off as "mastered." A scope and sequence continuum for the competencies is contained on pages 17-25.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. The objectives should not be taught in isolation like discrete skills. A good instructional activity can teach multiple objectives and competencies. Districts may adopt the objectives, modify them, or write their own.

Use of the framework if there are separate reading and language arts classes
The Language Arts Framework is to be used by reading, English, and language arts teachers. Some schools have separate reading teachers and language arts teachers and separate classes for each. In such a case, reading teachers and language arts teachers will use the same curriculum. The teachers and the school will want to consider several options for teaching the classes:

1) Reading and language arts teachers could teach separate classes, but teachers plan together to better coordinate instruction.
2) Reading and language arts teachers could share a common planning period.
3) Reading and language arts teachers could team teach their classes.
4) Reading and language arts teachers could teach a two-period block of combined reading and language arts.

In any case, the reading class will include not only reading but writing, speaking, listening, and viewing; the language arts class will include not only writing, speaking, listening, and viewing but reading as well.

Development of this document
This curriculum framework has been written to reflect the best practices in teaching the language arts of reading, writing, speaking, listening, and viewing. In writing curriculum drafts, the teachers on the Writing Team not only drew from their own experiences and knowledge but also consulted other sources such as drafts of national standards, What Work Requires of Schools: A SCANS Report for America 2000 by the U.S. Department of Labor, curricula of other states and of Australia, and "Academic Preparation for College" by the state and national college boards. In addition, the Writing Team considered test specifications of the Iowa Test of Basic Skills. A correlation of the ITBS and the framework shows that although the test specifications are highly specific and the competencies and objectives more broad, there is harmony between the two.

Widespread teacher comment was sought for this document. Drafts were mailed across the state to teachers in June, August, and November 1995 for their suggestions. Revisions were made in response to comments. The document was mailed in February and May 1996 for final comment as part of administrative procedures.

Use of the document
As districts begin to use the Language Arts Framework, teachers should be given the curriculum for the grade taught as well as that of the prior and succeeding grades; pages 5-25 containing the introduction, philosophy, "The Learning Environment," goals, and chart of K-12 competencies; and the appendices containing more assessment information, resources, and a glossary.

Jeanne Wells Cook, English and Foreign Language Specialist
Jo Prather, Reading and Early Childhood Specialist
April 22, 1996

NOTE TO THE CURRICULUM WRITING TEAM

We wish to thank the Curriculum Writing Team for the many hours that they gave to this project. We believe that our discussions, our sharing, our tears and laughter, our differences of opinion, and our consensus have caused all of us to grow as professional readers and writers. We appreciate the dedication of these teachers to this project and to their profession.

Jo Prather
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Sample Standardized Curriculum Format

The following has been adopted as the official format for Mississippi's curriculum frameworks. The part of the framework that is required to be taught is the competencies. The objectives are suggested, not mandated. The strands are reading, writing, speaking, listening, and viewing abbreviated R, W, S, L, and V respectively.

[COURSE NAME]

COURSE DESCRIPTION

Grade [0]; [course duration]

[Course description text]

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **[Competency Text]. (R, W, S, L, V)**
   - *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
   - *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

   a. [Objective].
      - *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
      - *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

   b. [Objective].
      - *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
      - *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

   c. [Objective].
      - *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
      - *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

   d. [Objective].
      - *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
      - *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

2. [Competency Text]. (R, W, L)

- *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
- *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

a. [Objective].

- *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
- *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

b. [Objective].

- *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
- *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

c. [Objective].

- *Suggested Teaching Strategies:* (A - Auditory) (V - Visual) (K - Kinesthetic)
- *Suggested Assessment Methods:* (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

PHILOSOPHY STATEMENT/PREAMBLE

LANGUAGE affirms our humanity. In an increasingly technological world, reading and the study of literature help to keep us "emotionally alive and morally sensitive." LANGUAGE ARTS enables us to participate effectively in this world.

The Language Arts curriculum asserts that:

- Reading, writing, listening, speaking, and viewing are interrelated within the language arts program.
- Language arts skills are vital to effective communication.
- Language arts is at the core of all content areas.
- Language arts allows students to process information efficiently and effectively in their personal lives and in the workplace.
- Language generates from and builds on students' early experiences in their homes.
- Students' linguistic diversity contributes to a rich community of voices and perspectives.
- Reading literature results in a greater appreciation of our heritage.
- Literature as an art form is basic to the humanities.
- A love of reading and writing enriches lives.

THE LEARNING ENVIRONMENT

Classroom practice and research into brain function and language learning show certain conditions better facilitate growth in literacy than do others.

The Student

Some of these conditions describing what the student does in the classroom are as follows:

Students will	***Rather than***
Engage in authentic communication activities	Complete worksheets and isolated skill and drill activities only
Utilize a writing process of pre-writing, responding, revising, editing, publishing, and reflecting	Complete assigned product writing for immediate teacher evaluation
Integrate frequent student collaborations into learning practices	Learn in isolation
Actively participate in gathering information from multiple sources	Passively receive information from teacher lecture, hand-outs, and textbooks only
Read from many forms of literature and whole texts	Read exclusively from basal readers and literary excerpts
Show growth in learning as evaluated by multiple assessment techniques including performance-based assessment	By simple recall of facts and use of isolated skills only
Learn through activities that foster creativity, flexible thinking, problem solving, and real-life applications	Complete activities that focus on lower-level thinking skills only
Reflect on their learning and assume greater responsibility for their own work	Depend solely on feedback from others for personal affirmation

The Teacher

To create an environment conducive to language learning, many language arts teachers have found that the following strategies are successful when teachers:

- Focus on all students as language learners, fostering their personal confidence, encouraging and modeling positive attitudes toward language and the language arts, and inspiring a sense of enjoyment and challenge in literacy-learning tasks.
- Construct teaching and learning programs that respond to the learning needs of individual students.
- Model for students a spectrum of reading and writing processes reflecting specific expectations for student performance.
- Alternate short periods of direct instruction to individuals and large and small groups with longer periods of student activity and interaction.
- Read aloud to students regularly, modeling effective expression and emphasizing textual meaning.
- Provide regular times for journaling and other writing projects and activities.
- Provide students time for independent reading of self-selected materials.
- Utilize a variety of resources to meet various learning style needs.
- Prompt students to clarify and justify their responses, writings, opinions, predictions, etc.
- Participate with students in continuous reflection on and evaluation of their progress as competent readers and writers.

K-12 GOALS

The vision of any language arts program is that students will be proficient language users. Competence in reading, writing, speaking, listening, and viewing influences productivity, encourages self-sufficiency, and increases enjoyment of life. The following goals have been established in an effort to achieve this vision. These goals form the foundation for the curriculum competencies contained in this document.

Students will:

1) Use language to communicate, express, and exchange ideas in a variety of forms for different audiences.
2) Access, organize, and evaluate information.
3) Use language to work individually and cooperatively to analyze and interpret information, to make decisions, to solve problems, and to reflect.
4) Discover the heritage and beauty of language and literature from various cultures and perspectives.
5) Read and respond to literature and other forms of print.
6) Show increasing competence in understanding and using standard English to produce oral and written communication that is readily understood by others.
7) Use language for continuous learning.

MISSISSIPPI'S BALANCED APPROACH TO A COMPREHENSIVE READING PROGRAM

Every Child A Reader

It was determined that a balanced and comprehensive approach to reading must have:

- instruction that takes place in a language-enriched environment;
- instruction that incorporates decoding systems of semantic cues (meaning), syntactic cues (language structure), and graphophonic cues (sound/symbol correspondence);
- instruction that utilizes prior knowledge and applies comprehension to story elements, author's purpose, and/or reading for information; and
- instruction based on on-going diagnosis and prescriptive implementation of intervention strategies.

CHART OF SCOPE AND SEQUENCE CONTINUUM OF COMPETENCIES

Goals	K-3 Competencies	4-8 Competencies	9-12 Competencies
1) Use language to communicate, express, and exchange ideas in a variety of forms for different audiences.	• Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. • Use an appropriate writing process (pre-writing, drafting, revising, editing, and publishing) to express and communicate personal ideas and feelings.	• Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. • Speak coherently in order to express ideas and opinions for a variety of purposes and audiences. • Complete projects and tasks in an organized and coherent manner.	• Produce writing, which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose. • Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
2) Access, organize, and evaluate information.	• Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms.	• Read, listen to, and view multimedia sources to select and use information for a variety of purposes.	• Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
3) Use language to work individually and cooperatively to analyze and interpret information, to make decisions, to solve problems, and to reflect.	• Develop individual skills for working independently and cooperatively while engaging in small and large group activities. • Assess through self-evaluation and group conferences the quality of work in progress and work completed.	• Develop self-monitoring skills to work independently and cooperatively. • Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product.	• Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking. • Complete oral and written presentations, which exhibit interaction and consensus within a group.

Goals	K-3 Competencies	4-8 Competencies	9-12 Competencies
4) Discover the heritage and beauty of language and literature from various cultures and perspectives.	• Read and listen to works of literature representing various cultures and historical periods. • Experience a variety of literary forms and styles to discover the meaning and beauty of language.	• Discover the history and inherent beauty of cultural expression in language and literature. • Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language.	• Explore cultural contributions to the history of the English language and its literature. • Discover the power and effect of language by reading and listening to selections from various literary genres.
5) Read and respond to literature and other forms of print.	• Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies. • Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content.	• Read independently with fluency and for meaning using a variety of strategies. • Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.	• Read, discuss, analyze, and evaluate literature from various genres and other written material.
6) Show increasing competence in understanding and using standard English to produce oral and written communication that is readily understood by others.	• Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking.	• Demonstrate continuous progress toward control of penmanship, grammar, mechanics, and usage of standard English in the context of writing and speaking. • Acquire and use vocabulary, spelling concepts, and sentence structure for specific situations, purposes, and audiences.	• Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
7) Use language for continuous learning.	• Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate.	• Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. • Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing.	• Use language and critical thinking strategies to serve as tools for learning.

KINDERGARTEN
COURSE DESCRIPTION
Grade K; one-year course

The curriculum for Grade K describes in general terms what students are expected to know and do throughout the year to become more adept language users. Knowledge and skills of reading, writing, speaking, listening, and viewing develop as children actually participate in using language forms. In other words, children construct knowledge of language by being active language users. At the kindergarten level, children are provided with a language-rich environment where they are immersed in literature. They are encouraged to apply pre-phonetic and invented spelling as appropriate during this early stage of using print to construct meaning. Emphasis is on allowing children to construct concepts of themselves as writers, readers, speakers, and listeners by recognizing their beginning attempts to make meaning as competent attempts. This is best done by integrating curriculum areas and helping children build meaningful conceptual connections.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, L, S, V)**

   a. Orally describe events, ideas, and personal stories with teacher prompts.

   b. Use language to express needs, wants, and feelings.

   Suggested Teaching Strategies:
   - *Following a field trip or walk around the school, students will tell about something seen, heard, or touched and the teacher will write contributions using an experience chart, stories, graphs, lists, etc. (A, V, K)*
   - *In celebration of birthdays, students will share a compliment about the birthday child. (A)*
   - *The teacher will allow each child to share orally at least once a week during sharing time. (A)*
   - *Students will listen as a story is read and will orally describe three things that happened in the story. (A)*
   - *Using words, students will ask for items to be passed during mealtime. (A)*
   - *In small groups, students will experiment with and view things that float and sink. Students will use drawing/writing to record observations on a teacher-made chart. (A, V, K)*
   - *Students will paint pictures of people or things on land, in water, or in the sky. When prompted by the teacher, students will orally explain the painting and will then record their stories in writing on the pictures. Students' paintings will be bound into a book. (A, V, K)*
   - *Students will write/draw about the people in their families and orally explain their work. (A, V, K)*

2. **Use an appropriate writing process (pre-writing, drafting, publishing) to express and communicate personal ideas and feelings. (R, W, L, S, V)**

   a. Participate in group discussion (pre-writing).

   b. Write/draw in order to communicate and express ideas and feelings (drafting).

   c. Share writing/drawing with others (publishing).

Suggested Teaching Strategies:

- *The teacher will ask students in a group to describe seasonal signs. A list of examples will be recorded on the board or a chart by the teacher. Each student will then illustrate one example to be placed on the bulletin board. Students will label their drawings with a description of their work. (A, V, K)*
- *Using words, students will ask for items to be passed during mealtime. (A)*
- *In small groups, students will experiment with and view things that float and sink. Students will use drawing/writing to record observations on a teacher-made chart. (A, V, K)*
- *Students will paint pictures of people or things on land, in water, or in the sky. When prompted by the teacher, students will orally explain the painting and will then record their stories in writing on the picture. Students' paintings will be bound into a book. (A, V, K)*
- *Students will listen as a story is read and will orally describe three things that happened in the story. (A)*

3. **Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, L, S, V)**

   a. Ask questions seeking information.

   b. Use direct experience with people, the environment, and available media/technology to gather information with teacher guidance.

   c. Organize information from one source with teacher assistance and share it through speaking, scribble writing, or a self-selected art form (drama, art, music, movement, etc.).

Suggested Teaching Strategies:

- *During a study of clothing, the teacher will provide pictures and books showing people from different countries in various dress. Students will then construct images of themselves dressed like a child from another country. (A, V, K)*
- *The teacher and students will bury a pumpkin and other assorted objects (aluminum foil, disposable diaper, apple, etc.). After a month, they will dig them up and students will observe and orally describe changes. Students will then write/draw about the experience in their journals. (A, V, K)*
- *The teacher will divide students into small groups. Each group will select a tree on the playground and find out more about it. They will collect tree artifacts (i.e., something that comes off the tree, a bark rubbing, a piece of string the length of the circumference). After returning to the classroom, each group will then organize their information on a poster and orally share it with the group. (A, V, K)*
- *The teacher will bring in an object hidden in a box. Students will ask questions answerable with yes/no to guess what is in the box. (A, V, K)*

4. **Develop individual skills for working independently and cooperatively while engaging in small and large group activities. (R, W, L, S, V)**

    a. Work individually in a play-oriented situation to make simple decisions.

    b. Work cooperatively with one or two other students in a play situation to solve problems and make simple decisions with teacher guidance and support.

    Suggested Teaching Strategies:
    - *Students will play cooperatively in the block area to create something taller than a chair. (A, V, K)*
    - *Students will role play with others in the housekeeping area "going to the grocery store and selecting what to buy." (A, V, K)*
    - *Students will work cooperatively in a group with the teacher to make cornbread, playdough, etc. (A, V, K)*

5. **Assess through self-evaluation and group conferences the quality of work in progress and work completed. (R, W, L, S, V)**

    a. Select examples of personal work.

    b. Share personal work with others.

    Suggested Teaching Strategies:
    - *Students will compare two pieces of personal art work and select a favorite piece giving at least one reason why it was chosen, and will share the sample chosen in a large group or through display. (A, V, K)*
    - *The teacher will provide students with ten shapes of different sizes and colors cut from construction paper and will ask students to arrange the shapes in a pattern. After checking patterns, the teacher will have students rearrange shapes to make a new pattern. They will then choose one pattern to glue onto paper. (A, V, K)*

6. **Read and listen to works of literature representing various cultures and historical periods. (R, L, V)**

    a. Listen to a variety of multicultural literature.

    b. Participate during reading of selected literature.

    Suggested Teaching Strategies:
    - *The teacher will read aloud Peter's Chair. Students will then share personal stories about things they have given away. (A)*
    - *As the teacher rereads The Snowy Day, students will participate by lying on the floor and acting out making angels in the snow. (A, V, K)*

- *As the teacher reads from the big book Hattie and the Fox, the students will orally participate in chanting the refrain "It's a fox ..., it's a fox ...!" (A)*
- *After two different versions of the Cinderella story have been read, students will compare characters, settings, and plots as the teacher records responses on a two circle Venn diagram. (A, V)*

7. **Experience a variety of literary forms and styles to discover the meaning and beauty of language. (R, W, L, S, V)**

   a. Actively respond to literature by smiling, clapping, joining in familiar stories, rhymes, songs, dance, poems, action verse, refrains, etc.

   b. Participate in discussing favorite stories, songs, and poems.

   Suggested Teaching Strategies:
   - *After hearing a story/book such as Say It or Koala Lou, students will discuss ways to show caring or concern with or without words. (A, V)*
   - *Following a teacher-made chart of Humpty-Dumpty or another action nursery rhyme, students will participate in saying the rhyme and will dramatize appropriate action. (A, V, K)*
   - *Students will participate in reciting favorite rhymes and singing songs about topics such as the days of the week, holidays, and seasons and in reciting favorite rhymes. (A, K)*

8. **Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies. (R, W, L, S, V)**

   a. Exhibit an understanding of language associated with reading and writing behaviors (look, listen, read, front, back, upside down, left to right, etc.).

   b. Recognize elements of environmental print (box labels, road signs, logos, etc.).

   c. Recognize that words are used in communicating meaning.

   d. Participate as favorite stories are re-read aloud by orally filling in familiar words and phrases.

   e. Begin to recognize the phonetic principle that letters are associated with sounds heard in words and understand some letter/sound relationships.

   f. Apply beginning knowledge of phonics and other word attack skills in reading a variety of literature (e.g., trade books, experience stories, basal readers, etc.).

Suggested Teaching Strategies:

- *After dictating a sentence for an experience chart labeled by the teacher with their name, students will be able to pick out their contributions. (A, V, K)*
- *Students will be able to find their own materials and belongings by recognizing their own name labels. (V)*
- *Students will participate in sorting a teacher-provided set of the classroom students' names and organizing them on an alphabet chart or matching them to photographs. (A, V, K)*
- *Students will find and name three objects which start like their name. (A, V, K)*
- *Students will bring shopping bags, share with others the names of the store printed on the bag, and describe two or three items you could buy there. (A, V)*
- *During silent sustained reading, students will select books to look at and will appropriately model reading behaviors. (V, K)*

9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, L, S, V)

a. Demonstrate appropriate responses based on applications of listening, speaking, personal experience, and simple predictions in a variety of situations.

b. Use personal language to retell familiar stories.

Suggested Teaching Strategies:

- *Students will retell favorite stories such as The Three Bears, The Little Red Hen, The Three Little Pigs, etc., to a friend using puppets, a flannel board, or other concrete materials. (A, V, K)*
- *On introducing a new big book, the teacher will stop and ask students to predict what might happen. (A, V)*
- *Students will listen as the teacher reads aloud an appropriate book about negative feelings or fears such as Alexander and the Terrible, Horrible, No-good, Very Bad Day, or Ira Sleeps Over. They will then tell about their own related experiences. (A)*
- *After looking at a wordless book such as Big Dog Carl, students will draw/write journal entries about favorite parts of the story. (A)*

10. Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. (R, W, L, S, V)

a. Interact with others in a variety of situations to formulate and exchange familiar ideas and information.

b. Participate in dictation and teacher recording of language experiences as the teacher introduces and reinforces individual letter symbols in context.

c. Use individual scribble and/or phonetic writing to indicate awareness of written language used as a communication tool.

d. Begin to experiment with letter formation and invented spelling.

Suggested Teaching Strategies:

- *During daily activities, students will indicate awareness of the use of print for communicating by initiating use of writing for purposes such as making signs, lists, books, notes, etc. (A, V, K)*
- *Students will participate orally in dictating a group thank-you note to a classroom visitor and will sign their names using personal writing. (A, V, K)*
- *Students will sort plastic animals and will explain their sorting to the teacher. (A, V, K)*
- *Students will use drawings or writings to make lists of words that begin like the theme word. (V, K)*

11. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, L, S, V)

a. Begin to notice and make use of written and oral language as a source of information and enjoyment.

b. Use oral language to exchange and explain ideas.

Suggested Teaching Strategies:

- *Small groups of students will share journal entries at a regularly scheduled time provided by the teacher. (A, V, K)*
- *Students will work individually, in pairs, or in groups using books and other materials (photos, pictures, audio/video tapes, people, magazines, etc.), to investigate topics of interest to them. They will share information learned with a large group using oral language and creative forms. (A, V, K)*
- *Students will sometimes select books to read when given a choice of activities. (V, K)*
- *Students will show sustained interest in using books for increasingly longer periods of time. (V, K)*
- *Students will listen to songs, books, poems, etc., recorded on audio tapes. (A, K)*

Sample Rubric for Identifying Beginning Sounds

3 - High Pass
- *Students identify the beginning sound in their name correctly, find three objects that begin with the same letter as their name, and name the objects correctly.*

2 - Pass
- *Students identify the beginning sound of their name and correctly name three objects, but do not choose objects based on phonetic connections to their name.*

1 - Needs Assistance
- *Students lack language to name three objects correctly, have no knowledge of phonetic sounds in their name, and/or fail to respond appropriately.*

FIRST GRADE
COURSE DESCRIPTION
Grade 1; one-year course

The curriculum for Grade 1 describes in general terms what students are expected to know and do throughout the year to become more adept language users. First Grade Language Arts is designed to allow flexibility in integrating across subject areas. Reading and writing are no longer viewed as isolated tasks to be taught and tested, but should be taught in a context which is meaningful and purposeful for students. Invented spelling is used to allow students to experiment with writing and reading in a risk-free environment. Students learn by doing, just as their vocabulary grows through speaking, writing, listening, and reading. Before mastery can be expected, students must be given time to practice and grow at their own rate. Use of phonics is presented as one of the choices teachers may make along with attention to meaning, sentence structure, and visual aspects of print. All four strategies should be used in harmony by students as they attempt to understand how reading and writing work.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)

a. Orally describe events, ideas, and personal stories with limited details, some sequence, and teacher prompting.

b. Demonstrate growth in using language to express needs, wants, and feelings.

c. Listen to determine the main idea and to recall details.

Suggested Teaching Strategies:

- *The teacher will allow students to share orally at least one thing learned during the week. (A)*
- *After listening to several stories by one author, students will draw scenes from their favorite stories and write reasons why they liked them. (A, V)*
- *Students will dictate facts recalled from a field trip. Facts will be recorded by the teacher on a language experience chart. (A, V)*
- *Students will participate in small group reading of a story, create a paper bag puppet of a character in the story, and then use the puppet to role play the story character. (A, V, K)*

2. Use an appropriate writing process (pre-writing, drafting, revising, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)

a. Generate ideas before writing/drawing (pre-writing).

b. Communicate and express feelings and ideas using invented spelling (drafting).

c. Reread personal writing/drawing and make changes to clarify (revising).

d. Share selected works (publishing).

e. Begin to develop awareness of the concept of beginning, middle, and end.

f. Write or draw a reaction to or summary of what has been read, heard, or experienced.
g. Produce writing or drawings that explain, describe, question, inform, entertain, etc.

Suggested Teaching Strategies:

- *During a study on grandparents, students will brainstorm things they like to do with their grandparents as the teacher records it on a web. Students will then make personal webs before writing about their grandparents. Invented spelling may be used. (A, V)*
- *The teacher will ask students to read an excerpt from their journal and will ask questions to encourage elaboration of detail. After elaborating orally, students will be asked to add one or more details to the writing. (A, V)*
- *During a specified time each day, several individual students will sit in the author's chair and share writing in progress or completed writing with the class. (A, V)*
- *The teacher will read aloud a book with which children can easily identify. Students will recall a related personal experience, record it through writing/drawing, and add it to a bulletin board display. (A, V, K)*

3. Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, S, L, V)

a. Ask meaningful questions seeking information.

b. Use direct experience with people, the environment, and available media/ technology to gather information and answer questions with teacher guidance.

c. Choose and organize information that has been gathered from one or more sources and present it through either writing, speaking, or a self-selected art form (drama, art, music, movement, etc.).

Suggested Teaching Strategies:

- *Students will invite a veterinarian to share information about cats. Before the visitor comes, students will prepare a list of questions to find out things they want to know. (A, V, K)*
- *Some students will use media/technology books to find out about different types of music, while other students will listen to musical selections on audio tape (CD ROMs, tapes, records, etc.). (A, V, K)*
- *Students will collect examples of seeds we eat and seeds we don't eat, organize them in egg carton sections, use seed books to assist in identifying the seeds, and write labels using invented spelling. (A, V, K)*

4. **Develop individual skills for working independently and cooperatively while engaging in small and large group activities. (R, W, S, L, V)**

   a. Begin to apply developmentally appropriate critical thinking processes to analyze and interpret information, make decisions, problem solve, and reflect individually and in groups with teacher guidance.

   b. Participate in response groups as leader/supporter and speaker/listener with teacher guidance.

   Suggested Teaching Strategies:
   - *During a study of Thanksgiving, the students will think about, brainstorm, and record on a chart things the Pilgrims needed to bring with them on their journey to the new world. They will then decide by looking at the chart and reference books which items would have been available to them, and will cross off inappropriate items. (A, V)*
   - *After reading a pattern book, students will work in groups of two or more to produce a similar book.*

5. **Assess through self-evaluation and group conferences the quality of work in progress and work completed. (R, W, S, L, V)**

   a. Share personal work with others.

   b. Select examples of personal "best" work.

   Suggested Teaching Strategies:
   - *Students will share a journal entry or a writing sample of their choice with a partner or small group.*
   - *Students will select two or more works during a grading period for classroom display.*

6. **Read and listen to works of literature representing various cultures and historical periods. (R, L, V)**

   a. Listen to and participate in the reading of selected literature from diverse cultures and historical periods.

   b. Begin to recognize that different times, places, and customs are reflected in selected literary works.

   Suggested Teaching Strategies:
   - *The teacher will read selected literature from different cultures and historical periods giving students opportunities to share related experiences.*

7. **Experience a variety of literary forms and styles in order to discover the meaning and beauty of language. (R, W, S, L, V)**

   a. Begin to recognize characteristics of quality literature such as rhyme, repetition, and figurative language.

   b. Begin to recognize elements of story such as plot, character, sequence, and setting.

   c. Express language that has been read through performance of the arts, such as poetry, drama, dance, drawing, etc.

   Suggested Teaching Strategies:
   - *After reading and rereading a book of selected literature, students will join the teacher in mapping (webbing) the story with the whole group.*
   - *Students will orally retell a story in their own words.*

8. **Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies. (R, W, S, L, V)**

   a. Demonstrate appropriate handling of a book (right-way up, front to back, sequential page-turning).

   b. Use familiar words, picture clues, context clues, and personal experiences to read and write meaningful messages.

   c. Predict meaning using pictures and context clues.

   d. Participate as favorite stories are re-read aloud by filling in familiar words and phrases.

   e. Recognize the phonetic principle that letters are associated with sounds heard in words.

   f. Apply beginning knowledge of phonics and other word attack skills in reading a variety of literature (trade books, experience stories, basal readers, etc.).

   g. Develop a personal sight-word vocabulary.

   h. Read for information, communication, and entertainment.

Suggested Teaching Strategies:

- *When reading a big book, the teacher will show students a card with an upper case letter and have students find the lower case letter on that page (variations: make the sound of that letter, find objects in the room that begin with that letter).*
- *Students will make word-card sets or word books with "Words I Can Read."*
- *Students will begin personal dictionary of "Words I Can Spell" and "Words I Want To Learn to Spell."*

9. **Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)**

    a. Use listening, speaking, reading, reflecting, predicting, questioning, and personal experiences to understand and respond in a variety of situations.
    b. Use personal and literary language to retell familiar stories.

    c. Recall the main idea and details of what has been read.

    d. Draw a conclusion from what is read.

    Suggested Teaching Strategies:

    - *After listening to a book on tape and following the text in the book, students will describe what happened first, next, and last. (A, V)*
    - *During reading of a thematic set of basal stories or stories incorporating the same characters, students will predict new-story contents based on previous reading, titles, and personal experiences. (A)*

10. **Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. (R, W, S, L, V)**

    a. Interact for specific purposes with people in the classroom and school community.

    b. Exhibit emergent knowledge of standard English use in the context of writing and speaking.

    c. Use personally legible manuscript handwriting to communicate meaning.

    d. Use invented spelling to communicate meaning and move toward correct spelling in frequently used words.

Suggested Teaching Strategies:

- *During guided group writing and reading experiences, the teacher will introduce: capitalization of first words in a sentence and capitalization of people's names, appropriate ending punctuation, use of personal pronouns, singular/plural nouns, subject/verb agreement, etc., as appropriate for the situation and the group of students. (A, V)*
- *In order to practice reading and spelling of rhyming words, students will make a personal word-practice game with changing first letters and same endings (e.g., b-ake, t-ake, sh-ake, r-ake, m-ake, c-ake). (V, K)*
- *Students will read from their own written text in order to share their writing. (A, V)*

11. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, S, L, V)

a. Begin to use oral and written language in a variety of classroom contexts (charting, graphing, development of graphic organizers, etc.).

b. Begin to use oral and written language to exchange and explain ideas.

Suggested Teaching Strategies:

- *Students will make a graph by estimating the number of M&M's (or other colored candies) in a cup, according to colors and total number, and then count actual number and sort by color - graphing each step as they go. At the end of the activity, the group/partners will share the results of the activity with the rest of the class through writing and oral reports.*

Sample Rubric

Assessment Rubric:

- *One example of a rubric that could be used at the end of first grading period for Competencies 8 and 9 is shown below. This is only an example and can easily be altered to fit each teacher's individual needs.*

Rubric Example:

- *Students will write the title and author of a selection. Read the selection. Then draw a picture, name the main characters, or write a few words about their favorite part. Use ☺ or ☹ to show their feelings about the selection.*

  Response includes:
  4 - All of the above
  3 - Three of the above
  2 - Two of the above
  1 - One of the above

SECOND GRADE
COURSE DESCRIPTION
Grade 2; one-year course

The curriculum for Grade 2 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Reading continues to be a priority in second grade. The student will be immersed in a literature-rich environment which relates to all areas of learning and interest. The student will be able to speak and listen effectively in classroom discussions, use a combination of strategies when reading, and read with comprehension. Comprehension strategies and oral and written communication skills will be applied in all subjects. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

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COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)**

    a. Describe events, ideas, and personal stories with important details and meaningful sequence.

    b. Begin to recognize that language is a tool for communication and use language to express needs, wants, and feelings.

    c. Listen to determine the main idea and to recall details.

    Suggested Teaching Strategies:
    - *Students will keep journals to record events, personal stories, ideas, and feelings. (V, K)*
    - *Students will share journal entries in small and/or large groups. (A)*
    - *Students will participate in sharing "Daily News." Each day the teacher will write 2 or 3 sentences dictated by students. Sentences will be read aloud, revised, and edited by the group using teacher guidance. (A, V, K)*
        - *The teacher may use laminated sentence strips, dry erase markers, overhead projector, chart paper, chalkboard, and colored chalk to incorporate variety over time.*

2. **Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)**

    a. Use pre-writing activities to generate ideas before writing.

    b. Complete a draft with several sentences that communicate and express a central idea and show the concept of a beginning, middle, and end.

    c. Begin to revise (share, add, delete, reorganize).

    d. Begin to edit final copies for developmentally appropriate grammar, capitalization, punctuation, and spelling.

    e. Begin to publish selected works.

f. Write or draw a reaction to or summary of what has been read, heard, or experienced.

g. Write to relate a story, explain, describe, question, inform, entertain, etc.

Suggested Teaching Strategies:

- *Students will brainstorm in a large group about ideas generated through: theme, unit of study, selected literature, feelings, experiences, etc. (A, V)*
- *Students will write a draft about ideas generated from the large group activity to communicate and express thoughts. (V, K)*
- *Students will share a draft in a response group and make some revision as indicated by response group members. (A, V, K)*
- *Response group members will offer suggestions for editing final copy. (A, V, K)*
- *Students will publish some final drafts through sharing with others, displaying work, creating their own book, etc. (A, V, K)*

3. Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, S, L, V)

a. Ask relevant questions seeking information and clarification.

b. Use a variety of sources to gather information with teacher guidance including printed materials (newspapers, magazines, and books); available technology (audio/visual equipment, computers, telecommunications, CD ROM, etc.); visual media (environmental print, pictures, painting etc.); and human resources.

c. Evaluate and organize information that has been gathered from two or more sources and present it through writing, speaking, or selected art forms (drama, art, music, movement, etc.).

Suggested Teaching Strategies:

- *Students will research a topic (self-selected or teacher-selected) through: guest speakers, interviews, field trips, use of printed materials, videos, globes/maps, etc. (A, V, K)*
- *Students will present information gathered through chart/graph, written or oral report, play, song, dance, poem, display, etc. (A, V, K)*

4. Develop individual skills for working independently and cooperatively while engaging in small and large group activities. (R, W, S, L, V)

a. Apply developmentally appropriate critical thinking processes to analyze and interpret information, make decisions, problem solve, and reflect individually and in groups with minimal teacher guidance.

b. Participate in response groups as a leader/supporter and speaker/listener with minimal teacher guidance.

Suggested Teaching Strategies:

- *Students will share journal entries in small response groups. (A, V, K)*

5. Assess through self-evaluation and group conferences the quality of work in progress and work completed. (R, W, S, L, V)

a. Begin to reflect on and revise personal work in progress.

b. Discuss with others the quality of individual and group work.

Suggested Teaching Strategies:

- *Students will make selections of work in progress and work completed to be included in a portfolio. Students will write a reflection on each selected piece noting progress, strengths, and weaknesses. (V, K)*

6. Read and listen to works of literature representing various cultures and historical periods. (R, L, V)

a. Read, listen, and respond to selected literature from diverse cultures and historical periods.

b. Recognize that different times, places, and customs are reflected in selected literary works.

Suggested Teaching Strategies:

- *The teacher will read selected literature. Students will conduct an interview with a senior citizen to recognize differences in time periods. Students will share information from the interview with the class and reflect on differences realized. (A, V, K)*

7. Experience a variety of literary forms and styles to discover the meaning and beauty of language. (R, W, S, L, V)

a. Begin to recognize characteristics of quality literature such as rhyme, rhythm, repetition, and figurative language.

b. Recognize elements of story such as plot, character, sequence, and setting and begin to incorporate them into oral and written forms.

c. Express language that has been read through performance of the arts, such as poetry, drama, dance, etc.

d. Introduce the dictionary (picture or words).

Suggested Teaching Strategies:

- *As the teacher reads and re-reads appropriate literature selections, students will participate in reading the repetitive parts (big books, charts). (A, V)*
- *Students will retell a story orally in their own words. (A, V)*
- *Students will make story maps for selections read. (A, V, K)*
- *Students will read and re-read selections individually or with a partner. (A, V)*
- *Students will write a story in sequential order in their own words. (A, V, K)*

8. **Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies. (R, W, S, L, V)**

a. Apply expanding knowledge of familiar, high frequency words when reading and writing.

b. Use familiar words and phrases, picture clues, phonics, context clues, and personal experience to read and write meaningful messages.

c. Predict meaning using context clues and some pictures.

d. Read for information, communication, entertainment, and to perform a task.

e. Choose a variety of books with increasing difficulty to read and re-read with increased fluency and understanding.

f. Sustain reading interest over a gradually increasing length of time.

g. Demonstrate a variety of strategies for attacking unfamiliar words in context.

Suggested Teaching Strategies:

- *Students will participate in Reading Workshop, sustained silent reading, reading with a partner, etc. (students will choose reading material.) (A, V)*
- *The teacher will hold reading conferences with individual students or small groups. (A, V)*
- *Students will journal about selections read, make predictions, determine cause and effect, identify story problem and solution, etc. (A, V, K)*
- *Students may read journal entries as a matter of choice, not requirement. (A, V)*
- *Students will write a letter to a pen pal, guest speaker, parent, etc. (A, V, K)*

9. **Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)**

   a. Develop more complex predictions.

   b. Generate questions while participating in language experiences and confirm or discount understanding through discussion and reflection.

   c. Apply basic comprehension strategies to interpret familiar and unfamiliar content.

   d. Recall the main idea and details of what has been read.

   e. Identify a cause and effect relationship in a written passage.

   f. Draw a conclusion from material read.

   Suggested Teaching Strategies:
   - *Students will share a self-selected book by describing characters, setting, and plot in small cooperative reading response groups.*
   - *Based on an experience chart listing "What We Think We Know . . ." about a selected topic, students will read assigned printed materials to verify facts listed.*

10. **Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. (R, W, S, L, V)**

    a. Exhibit increasing knowledge of standard English usage such as, but not limited to, capitalization, punctuation, and subject-verb agreement in the context of writing and speaking.

    b. Demonstrate an increasing ability to transfer personal speaking and writing to different situations and purposes.

    c. Refine use of manuscript handwriting for comfort, legibility, and ease of composition.

    d. Begin to move from reliance on invented spelling to use of correct spelling in final drafts.

Suggested Teaching Strategies:

- *Students will edit their own writing for capitalization of first words in sentence and proper nouns. (V, K)*
- *Students will apply use of appropriate subject/verb agreement, pronoun usage, and punctuation in completion of published works. (V,K)*
- *Students will demonstrate oral use of basic grammar skills within the context of meaningful communication activities.*

11. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, S, L, V)

a. Continue to apply use of language in a variety of classroom contexts (charting, graphing, development of graphic organizers, etc).

b. Continue to use language to exchange and explain ideas.

Suggested Teaching Strategies:

- *Individuals and small groups of students will be given the opportunity to select and complete projects related to a topic of study.*

THIRD GRADE

COURSE DESCRIPTION

Grade 3; one-year course

The curriculum for Grade 3 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Third Grade Language Arts is designed to allow the flexibility of integrating across the curriculum. Reading and writing are no longer viewed as isolated tasks to be constantly drilled and tested. Students will read a variety of literature, use effective communication skills, gather and use information from print and nonprint sources, and use reading comprehension strategies that will be applied in all subjects. Each student will plan, draft, revise, and edit personal writing. The student will begin to use cursive handwriting.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order or importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)**

   a. Describe events, ideas, and personal stories with accurate details and meaningful sequence.

   b. Recognize that all language serves a communicative function and is appropriate for expressing needs, wants, and feelings.

   c. Listen to determine main idea and speaker's purpose and to recall details.

   Suggested Teaching Strategies:
   - *Students will keep response logs to respond to stories. (V, K)*
   - *Students will orally give directions to a partner for a hidden object. (A, V, K)*
   - *Students will participate in show and tell. (A, V, K)*
   - *The teacher will have students play the game "What Will I Be?" Students will tell about their special interests or talents. Other students will predict what the student will be. (A, V, K)*
   - *See integrated teaching strategies at the end of the Grade 3 curriculum.*

2. **Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)**

   a. Participate in pre-writing activities and develop a plan for writing.

   b. Organize information and write a first draft according to the type of writing.

   c. Revise writing for clarity, more specific vocabulary, information, and appropriate topic sentence and conclusions.

   d. Use resources (dictionary, teacher, other books, students) to edit final copies for grammar, capitalization, punctuation, and spelling.

   e. Publish selected works.

   f. Write a reaction to or summary of what has been read or heard.

g. Write to relate a story, give directions, explain, describe, question, solve a problem, inform, entertain, etc.

Suggested Teaching Strategies:

- *The teacher will model writing processes by assisting the class in writing a big book using writing processes. (A, V, K)*
- *The teacher and students will participate in group pre-writing activities such as brainstorming, webbing, etc. (A, V)*
- *Students will use pre-writing activities to construct a draft. (A, V)*
- *The teacher/peer (respondent) will conference with a student-writer on work as follows: (A, V, K)*
  - *Writer reads piece orally, uninterrupted to respondent.*
  - *After reading, the writer should talk about piece and ask questions.*
  - *The respondent will assist student to answer own questions about writing clarification for style and mechanics prior to giving answer.*
  - *Writer edits piece.*
- *See integrated teaching strategies at the end of the Grade 3 curriculum.*
- *See an example of a rubric in Appendix I for assessing writing.*

3. Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, S, L, V)

a. Ask relevant and specific questions seeking information and clarification.

b. Independently use a variety of sources to gather information including printed material (newspaper, magazines, etc.); available technology (audio/visual equipment, computers, telecommunications, CD ROM, etc.); visual media (environmental print, pictures, etc.); and human resources.

c. Evaluate and organize information that has been gathered from three or more sources and present it through writing, speaking, and various art forms (drama, art, music, movement, etc.).

d. Use table of contents and index to locate information.

e. Alphabetize words and names.

Suggested Teaching Strategies:

- *Students will present oral and written book reports. (A, V, K)*
- *Students will use graphs, maps, and charts to present information. (A, V, K)*
- *See integrated teaching strategies at the end of the Grade 3 curriculum.*

4. **Develop individual skills for working independently and participate cooperatively while engaging in small and large group activities. (R, W, S, L, V)**

    a. Apply critical thinking processes to analyze and interpret information, make decisions, problem solve, and reflect individually and in groups.

    b. Participate in response groups as a leader/supporter and speaker/listener.

    Suggested Teaching Strategies:
    - *Students will share their choice of journal entries in small response groups. (A, V, K)*
    - *Students will brainstorm in small or large groups about ideas and information generated through resource materials, selected literature, personal experiences, etc. (A, V)*

5. **Assess through self-evaluation and group conferences the quality of work in progress and work completed. (R, W, S, L, V)**

    a. Reflect on and revise personal work in progress.

    b. Discuss with others the quality of individual and group work in relation to specific criteria (rubrics, checklists, rating scales, group-defined characteristics, etc.)

    Suggested Teaching Strategies:
    - *See choices of assessment methods listed in Appendix I.*

6. **Read and listen to works of literature representing various cultures and historical periods. (R, L, V)**

    a. Read, listen, and respond to selected literature from diverse cultures and historical periods.

    b. Recognize that different times, places, and customs are reflected in various literary works.

    Suggested Teaching Strategies:
    - *See integrated teaching strategies at the end of the Grade 3 curriculum.*

7. **Experience a variety of literary forms and styles in order to discover the meaning and beauty of language. (R, W, S, L, V)**

    a. Recognize characteristics of quality literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into oral and written forms.

b. Identify significant information in text and analyze ways in which it contributes to meaning.

c. Use prefixes and suffixes to modify the meaning of root words as found in context.

d. Express language that has been read through performance of the arts such as poetry, drama, dance, etc.

e. Use a dictionary to find or confirm the meaning of a word.

Suggested Teaching Strategies:
- *The teacher will read poems and short stories from different eras, cultures, and geographic locations. (A, V)*
- *The teacher will divide the class into two groups, "plot" and "setting." Students in the "plot" group will write a sentence describing an event. Students in the "setting" group will write a sentence describing a setting in the story. All "plots" should be put in one bag and all "settings" put in another bag. Volunteers will pull one from each bag and make up a sentence with the two sentences. (A, V, K)*
- *The teacher will show pictures from stories presented and guide discussion of various styles used by illustrators. (A, V)*
- *Students will answer questions about plot, setting, characters, and sequences. (A, V)*
- *See integrated teaching strategies at the end of the Grade 3 curriculum.*

8. Develop an ability to read and with increasing fluency and understanding by writing and by using a variety of reading strategies. (R, W, S, L, V)

a. Use expansive vocabulary of known words when reading and writing passages of increasing length and variety.

b. Transfer knowledge of language patterns, meaning, and personal experience to write and to read with increasing fluency.

c. Predict meaning using a variety of context clues, sentence structure, and some picture clues.

d. Read for information, communication, entertainment, and to perform a task.

e. Choose a variety of books gradually increasing in difficulty.

f. Sustain reading interest over a gradually increased length of time.

g. Demonstrate a variety of strategies for attacking unfamiliar words in context.

Suggested Teaching Strategies:
- *The teacher will model daily sustained reading time. (DIRT - Daily Independent Reading Time; DEAR - Drop Everything And Read) (V)*
- *Students will play a board game successfully reading the game cards and responding appropriately. (A, V)*
- *Students will post informative writing on the wall with unit displays and will read the text successfully to parents and visitors at an open house. (A, V)*
- *The teacher will provide students with a list of familiar words from a story. Students will choose a word and write sentences that would help someone who didn't know the meaning of the word understand what the word means. (A, V)*
- *See integrated teaching strategies at the end of the Grade 3 curriculum.*

9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)

a. Organize and record information before reading for set purposes.

b. Use comprehension skills to make, confirm, or discount complex predictions.

c. Generate questions when participating in language experiences to develop understanding and make response to written materials.

d. Recognize elements of a story such as plot, character, character motivation, sequence, setting, and incorporate them into oral and written forms.

e. Recall the main idea and details of what has been read.

f. Identify a cause and effect relationship in a written passage.

g. Draw a conclusion from material read.

Suggested Teaching Strategies:
- *Students will participate in reading workshops, sustained silent reading, language experience activities, etc. (A, V, K)*
- *Students will journal about selections read, make predictions, determine cause and effect, identify story problems and solutions, etc. (A, V, K)*
- *Students will share information and ideas in response groups. (A, V, K)*
- *Students will make webs and/or story maps to demonstrate understanding of stories of study topics. (A, V, K)*
- *See integrated teaching strategies at the end of the Grade 3 curriculum.*

10. Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. (R, W, S, L, V)

a. Demonstrate knowledge of grammar and usage including but not limited to nouns, verbs, pronouns, adjectives, subject-verb agreement, noun plurals, punctuation, and capitalization.

b. Use appropriate language structure in a variety of contexts.

c. Continue to perfect legibility and style of manuscript handwriting.

d. Begin to use cursive handwriting at the emergent level.

e. Move from reliance on invented spelling to predominant use of correct spelling in final drafts.

Suggested Teaching Strategies:

- *Students will keep journals to record personal stories, ideas, and feelings. (A, V, K)*
- *Students will work in response groups to share ideas for revision and editing. (A, V, K)*
- *Students will participate in sharing "daily news" or other language experiences involving dictating, reading, revising, and editing sentences of choice with teacher assistance. (A, V, K)*
- *Students will retell stories orally, act out stories, and present book and story reports. (A, V)*
- *Students will prepare invitations to an "Open House" or other special event using decorative script. (V, K)*
- *Following a teacher mini-lesson, each student will use best cursive writing to record in a personal poetry booklet the poem of the week. (V, K)*
- *Students will revise and edit written work with peer and teacher support in order that final published copy reflects appropriate standards of capitalization, punctuation, subject/verb agreement, pronoun usage, and spelling. (V, K)*
- *See integrated teaching strategies at the end of the Grade 3 curriculum.*

11. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, S, L, V)

a. Exhibit use of expanding vocabulary which includes references to an expanding knowledge of the world.

b. Begin to recognize accuracy, effectiveness, validity, bias, and author's purpose in print and non-print material.

Suggested Teaching Strategies:

- *Students will use opportunities to select and complete projects, individually and in small groups, that are related to students' interest in topic (unit) of study.*
- *The teacher will use resource speakers such as newspaper journalists, author, etc., to demonstrate the importance of recognizing fact/opinion, validity, bias, and author's opinion in writing.*
- *See integrated teaching strategies at the end of the Grade 3 curriculum.*

Integrated Teaching Strategies:

Competencies 7, 9, 10, and 11 -

- *The teacher will choose a paragraph from a story. The teacher will read the paragraph and then write it on the board using repetitive nouns instead of the passage's pronouns. The teacher will then read the passage from the board and guide students to the realization that our language needs pronouns. (A, V)*

Competencies 1, 2, 4, 5, 6, 7, 8, 9, 10, and 11 -

- *Students will view or read a fable. Students will participate in retelling the fable orally using complete sentences in sequential order.*
    - *The teacher will guide students in determining the lesson of the story.*
    - *Students will illustrate the lesson learned in the story.*
    - *Students will use the plot of the fable and replace the characters and setting to write a new fable. (A, V,)*
    - *Students will share rewritings in small groups and identify elements which made each fable effective.*

FOURTH GRADE

COURSE DESCRIPTION

Grade 4; one-year course

The curriculum for Grade 4 describes in general terms what students are expected to know and do throughout the year to become more adept language users. It is designed to be taught through an integrated approach. Reading and language arts go hand-in-hand and should not be taught as isolated subjects. Language should be used individually and cooperatively to communicate, express, and exchange ideas in a variety of forms of print using standard English; access, organize, and evaluate information; read and respond to literature and other forms of print; discover the rhythm, heritage, and beauty of language; and, above all, to use language for continuous learning.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. Fourth grade competencies introduce many concepts and skills that will be expanded throughout the middle grades.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. They are merely examples of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include selection of appropriate works of literature modeling problem-solving techniques and reading/writing processes that help accomplish classroom instructional goals. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)
(C - Checklist) (T - Teacher Observation) (A - Anecdotal Record)

1. **Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)**

   a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as personal experiences, narratives, creative compositions, research, etc. (Each teacher will determine the appropriate number of products to be taken through the writing process.)

   b. Write in various forms such as social notes, friendly letters, book reports, journals, poems, etc.

   c. Write a reaction to, interpretation of, or summary of what has been read or heard.

   d. Revise to ensure effective introductions, conclusions, wording, supporting details, and topic sentences.

   Suggested Teaching Strategies:
   - *Students will write letters to their favorite authors telling what they like about their books, suggestions for future books, questions they want to ask, etc. (Assessment using R instrument.)*
   - *Students will write cinquain (see Glossary) poems on thematic units such as holidays, seasons, special events, etc. (Assessment using A, R instrument.)*

2. **Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)**

   a. Speak in complete sentences using standard English.

   b. Contribute to class discussions by expressing individual ideas and opinions.

   c. Present short planned and rehearsed oral presentations.

   d. Tell or retell a story to a small group of students.

   e. Listen to determine the main idea.

Suggested Teaching Strategies:

- *Students will read their own writing to peers. Peers will first give positive comments to the student telling specific reasons why they like the piece based upon what was read. The peers will then give constructive criticism on their ideas about how the pieces could be improved. Students are to realize that they are the authors and they can use/not use the constructive criticism. (Assessment using R instrument.)*
- *Students will choose persons in relation to the activity being covered (family history, occupations, unit of study, etc.) to interview. They will brainstorm questions to ask during the interview, orally interview, and make a tape recording of the interview. Using the taped interview as a guide, students will write reports of the interviews. (Assessment using A, R instrument.)*

3. Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)

a. Identify purpose of and audience for a project or task.

b. Use reading as a source of ideas and information for a project or task.

c. Follow a logical sequence/multi-step directions to complete a product.

d. Alphabetize to sixth letter.

Suggested Teaching Strategies:

- *Students will develop big books for younger students (e.g., use a content area theme, rewrite a fairy tale, create a story, etc.). (Assessment using R instrument.)*
- *Students will research planets from our solar system. Using this information, they will develop a commercial to advertise their planet (pictures, props, travel brochure, etc.). The commercial will be presented and videotaped. (Assessment using T, R instruments.)*

4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)

a. Begin to acknowledge resources (ideas, images, print, i.e., any information obtained from others).

b. Locate and use a variety of multimedia sources such as thesaurus, telephone book, atlas, almanac, dictionary, computer, encyclopedia, newspaper, and electronic technology to gain information.

c. Apply skills to create research projects using multimedia technology and other materials.

d. Read and interpret information from charts, graphs, maps, tables, schedules, timelines, etc.

e. Take notes to summarize and form generalizations from information.

f. Compose a variety of oral, visual, and written presentations from information gathered.

g. Use a card catalog to identify book, author, title, key word, topic, and illustrator.

h. Use a table of contents to find information.

Suggested Teaching Strategies:

- *Students will read, listen to, or view information about topics. They may use books, slides, filmstrips, videos, CD-ROMs, laser discs, the Internet, etc., to take notes and summarize. Using these notes, the students will create research projects such as models, science or social studies displays, diaramas, etc. (Assessment using R instrument.)*
- *Students will poll the classroom on their favorite foods, tally the results, and compose graphs showing their finds. (These types of polls can be used in many science/social studies units.) (Assessment using R instrument.)*
- *Students will research major Mississippi cities using travel brochures, Mississippi magazines, books, etc. They will decide which five cities to visit and use a Mississippi map to plot the shortest circular route from beginning destination (round trip). (Assessment using R instrument.)*

5. Develop self-monitoring skills to work independently and cooperatively. (R, W, S, L, V)

a. Assume a given role in a group such as recorder, reporter, encourager, leader, time keeper, artist, etc.

b. Assess and monitor individual contributions to the group's effort.

Suggested Teaching Strategies:

- *Students will work in cooperative groups to complete round robin language arts activities. A student will assume one of the following given roles: recorder, reporter, encourager, timekeeper, and artist. The teacher will give the group a story starter and each student, in turn, will orally add a sentence to make a complete story as the recorder writes the story in sequence. The* *story will be illustrated by the artist and read orally to the class by the reporter. (Assessment using C, R instrument.)*

- *Students will complete individual checklists to monitor their behaviors, contributions, and actions on given group and individual activities. (Assessment using C instrument.)*

6. **Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product. (R, W, S, L, V)**

   a. Participate in team building through concrete and abstract activities.

   b. Continue to develop strategies for listening and speaking that respect the rights and contributions of others.

   c. Analyze, evaluate, and compromise to arrive at consensus.

   d. Reorganize ideas and information to achieve a designated purpose.

   Suggested Teaching Strategies:
   - *The teacher will develop an activity that will require group cooperation to complete such as giving students a piece of a puzzle which they must work together to complete. (Assessment using F instrument.)*
   - *The teacher will create the atmosphere of a hat shop. Students need to know what size hats to order for the new season. Working with a partner, they will measure their head sizes and tally the results. Using this information, students will determine which head sizes are the most prevalent and order five dozen hats. (Assessment using R instrument.)*

7. **Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)**

   a. Read an increasingly wider variety of literature to investigate issues common to all people, including multi-cultural experiences, through literature, language, and culture.

   b. Begin to recognize the interrelatedness of language, literature, and culture.

   c. Use prefixes and suffixes to modify the meaning of root words as found in context.

   Suggested Teaching Strategies:
   - *Students will work individually or cooperatively to research Eastern Woodland and Plains Indians' artistic crafts. Using big sheets of butcher paper, they will draw two large overlapping circles to construct Venn diagrams. Students will*

fill in the likenesses and differences of the crafts. Students will find place names and vocabulary adopted from Indian words. (Assessment using R instrument.)

8. **Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)**

   a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize language that has been read.

   b. Express what has been read through performance of arts such as poetry, plays, dance, etc.

   c. Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral forms.

   Suggested Teaching Strategies:

   - *Students will read biographies. They will dress as the subjects of the biographies and tell the persons' stories in oral presentations. (Assessment using R instrument.)*

9. **Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)**

   a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.

   b. Begin to adjust reading strategies for different purposes.

   c. Read materials for information, communication, pleasure, and to perform a task, using a variety of strategies.

   d. Use prior knowledge to identify commonalities between personal experiences and story elements.

   e. Use word recognition strategies (phonics, contextual clues, reference guides, etc.) and resources to gain meaning from print.

   f. Evaluate what is read, heard, or viewed and connect it to prior knowledge for critical analysis.

   g. Read, listen, or view in a focused manner for periods of time as determined by teacher.

h. Model by reading aloud (students and/or teacher).

Suggested Teaching Strategies:

- *Students will read given selections to identify the story elements (characters, setting, and plot). Students will then assume roles of characters and tell how they would resolve the conflicts based on selections. (Assessment using O, R instrument.)*
- *Students will fill boxes or bags with artifacts that reflect what they found most interesting and affecting to them about a piece of literature they have read. Students will then exchange their boxes with other students to determine the identity of characters and why the artifacts were chosen. (Assessment using O, R instrument.)*

10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)

a. Paraphrase the main idea and important details from multimedia resources.

b. Depict characters or scenes from stories using a variety of artistic media.

c. Describe story elements such as the setting, characters, mood, motivation, problems/conflict, events/plot, solution, conclusion.

d. Distinguish the author's purpose as informative, persuasive, or entertaining.

e. Determine if the author's purpose is achieved.

f. Recognize the main idea of paragraphs or other written passages.

g. Recognize sequence of events.

h. Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages including poems.

i. Identify first-person narrative in written passages.

j. Write a reaction to, interpretation of, or summary of what has been read.

Suggested Teaching Strategies:

- *Students will work in groups. The teacher will assign each group specific pages of a story to read. Each group will read the story (reader), paraphrase the story as a group, write it (recorder), and read to the class (reporter). (Assessment using O, R instrument.)*
- *Students will be given different pictures/sentences/paragraphs. Students will view or read these in random order. Students will line up in sequential order to*

complete the paragraph or story. The completed selection will be read orally to assess correctness. (Assessment using T, O instrument.)

11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)

a. Demonstrate knowledge of grammar and usage, including, but not limited to, prepositions, adverbs, conjunctions, articles, interjections, and subject-verb agreement, capitalization, and punctuation.

b. Interact with increasing competency in using standard English skills when writing and speaking in a variety of situations.

c. Apply correct grammar skills in speaking and writing.

d. Apply correct usage in speaking, writing, and editing/proofreading.

e. Use correct sentence structure in speaking, writing, and editing/proof-reading.

f. Increase proficiency in cursive writing.

**Suggested Teaching Strategies:*

- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*
- *The teacher will write incorrect capitalization, punctuation, and usage sentences for students to correct in writing or orally.*
- *Students will produce final drafts that are grammatically correct using standardized spelling. (All writings will not be completed as a final draft form.) Grammatical skills will be taught through teacher-generated situations (mini-lesson) or by identification perceived through student/teacher conferences regarding the students' own writing. (Assessment using T, O, R, C instruments.)*
- *Basic grammar skills, usage, and sentence structure are taught within meaningful communication activities.*

12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)

a. Make transition from invented spelling to standardized spelling while using a writing process.

b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.

c. Demonstrate appropriate spelling skills in context.

d. Use appropriate vocabulary for specific situations, purposes, and audiences.

Suggested Teaching Strategies:

- *Students will strive to use 50 "adult" words (i.e., use words such as enormous instead of big) even if misspelled. They will correct their spelling before the final draft. This increases their self-worth because they are so proud of themselves for using the "adult" words. This is to encourage the use of the thesaurus and vocabulary development. (Assessment using T, R instruments.)*
- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*

13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)

a. Interpret oral, visual, and written language in order to think critically and to solve problems.

b. Begin to identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.

Suggested Teaching Strategies:

- *Students will research a Mississippi Native American to find information and a picture. The picture will be used to draw a formal portrait. Students will use material scraps, wallpaper, feathers, etc., to make the portraits three-dimensional. Upon completion of the portraits, students will write third-person narratives about their portraits. The teacher will introduce how to write a bibliography to use in writing the narrative. (Assessment using T, R instruments.)*
- *Students will research issues related to the Brazilian rain forest: the unlawful killing of wildlife by timber cartels in order to harvest mahogany. Students will divide into cooperative groups to brainstorm a response and solution for this problem. A format of a business letter will be introduced. Each group will cooperatively write a letter to be sent to the Brazilian consulate expressing their views and solutions. (Assessment using R, T, O instruments.)*
- *Students will design a medieval coat-of-arms. Using symbols to represent different aspects of their personalities, they will create a coat-of-arms that reflects their life during medieval times. After designing the coat-of-arms, students will write a story in first person of their experiences during medieval times. (Assessment using T, R instrument.)*

14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)

a. Identify and locate information to solve real-life problems.

b. Integrate speaking, listening, writing, and reading to study and solve problems.

Suggested Teaching Strategies:

- *Students will conduct a mock election by researching the candidates' platforms. Groups of students will be divided into these categories: candidates, campaign managers, publicity workers, poll workers, and voters. The voters will complete voter's registration forms in order to become registered voters. Students in all the categories will locate information to fulfill their assigned duties. The candidates will present their platforms and the voters will cast their votes after distinguishing what is fact and what is opinion. (Assessment using T, O, C instruments.)*
- *Students will research major Mississippi cities using travel brochures, Mississippi magazines, books, etc. They will decide which five cities to visit and use a Mississippi map to plot the shortest circular route from beginning destination (round trip). (Assessment using R instrument.)*

FIFTH GRADE

COURSE DESCRIPTION

Grade 5; one-year course

The curriculum for Grade 5 describes in general terms what students are expected to know and do throughout the year to become more adept language arts users. Fifth Grade Language Arts is designed to increase communication skills used in learning activities and to encourage each student to seek and use a variety of resources for presenting information. Students will plan, write, revise, and edit writings or projects to describe, to entertain, to persuade, and to explain. Students will strive to develop an appreciation for literature and build a wealth of literary experiences through careful reading of selections from fiction, non-fiction, biographies, and poetry. Students also will read texts in all subjects and will derive information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, and formulate conclusions.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. They are merely examples of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include selection of appropriate works of literature modeling problem-solving techniques and reading/writing processes that help accomplish classroom instructional goals. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric) (C - Checklist) (T - Teacher Observation)

1. **Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)**

   a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as story lines, business letters, biographical sketches, reports from researched materials, friendly letters, social notes, creative writings, etc. for different audiences and purposes. (Each teacher will determine the appropriate number of products to be taken through a writing process).

   b. Write in various forms such as news articles, poems, short stories, speeches, interviews, and diaries/journals, etc.

   c. Write a reaction to, interpretation of, or summary of what has been read or heard.

   d. Revise to ensure effective introductions, conclusions, wording, topic sentences, and details.

   Suggested Teaching Strategies:
   - *Students will produce stories or books to present to others. (Assessment using R instrument.)*
   - *Students will rewrite stories or pieces of literature changing characters, action, setting, etc. (Assessment using R instrument.)*
   - *Students will keep a journal of personal experiences or teacher-suggested story starters. (Assessment using R instrument.)*
   - *Students will describe or tell stories about a picture. (Assessment using R instrument.)*

2. **Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)**

   a. Use standard English in discussion and in group and independent presentations, etc.

   b. Develop an awareness of voice quality, articulation, body language, and stage presence.

c. Listen to determine the main idea and to distinguish fact from opinion.

d. Begin to self-evaluate proficiency in presentation skills.

Suggested Teaching Strategies:

- *Students will make oral presentations of projects, reports, stories, or dramas. (Assessment using R instrument.)*
- *Students will use audio/visual devices to record presentations for sharing with class. (Assessment using R instrument.)*
- *Students will debate issues of relevance in the classroom, school, community, state, and nation. (Assessment using R, T, O instrument.)*

3. Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)

a. Identify the purpose of and audience for a project or task.

b. Use reading as a source of ideas and information for a project or task.

c. Follow logical sequence/multi-step directions to complete a product.

d. Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency, etc.)

Suggested Teaching Strategies:

- *The teacher will establish content-specific purposes for students to present to the classroom, school, and community by accessing information from numerous sources to include the library, interviews, and questionnaires.*
- *Students will use student- or teacher-selected topics to research, plan, and complete in an organized manner.*
- *Students will maintain portfolios or work folders to show growth.*
- *Students will maintain a video record of projects and presentations to show growth. (Assessment using T instrument.)*

4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)

a. Locate and use table of contents, key words, electronic card catalog, glossary, atlas, encyclopedia, and other sources to gather information.

b. Compose a variety of oral, visual, and written presentations from information gathered.

c. Distinguish fact from opinion.
d. Read and interpret information from charts, graphs, maps, tables, schedules, and timelines.

Suggested Teaching Strategies:

- *Students will evaluate what is read, heard, or viewed and connect it to prior knowledge for critical analysis. (A, V)*
- *Students will read, listen, or view in a focused manner for periods of time as determined by teacher. (A, V)*
- *Students will locate, use, and acknowledge a variety of multimedia sources such as thesaurus, telephone book, atlas, almanac, dictionary, computer, encyclopedia, newspaper, and electronic technology to gain information. (A, V, K)*
- *Students will apply skills to create research projects using multimedia technology and other materials. (A, V, K)*
- *Students will set purposes for taking notes based on the available information and intended use. (A, V)*

5. Develop self-monitoring skills to work independently and cooperatively. (R, W, S, L, V)

a. Assume a given role in a group such as recorder, reporter, leader, etc.

b. Assess and monitor individual contributions to the group's effort.

Suggested Teaching Strategies:

- *The teacher will develop a checklist for students to use as a guide to monitor themselves in a group.*

6. Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product.

a. Participate in team building through concrete and abstract activities.

b. Develop strategies for listening and speaking that respect the rights and contributions of others.

c. Analyze, evaluate, and compromise to arrive at a consensus.

d. Reorganize ideas and information to achieve a designated purpose.

Suggested Teaching Strategies:

- *The teacher will model correct procedures for group participation while leading whole class discussions.*

- *Students will use correct procedures while working in a group. (Assessment using T, O, C instrument.)*
- *Students will use collaborative techniques to complete projects exhibiting evidence of interaction and consensus. (Assessment using R, C, O instrument.)*

7. **Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)**

    a. Read an increasingly wider variety of literature to investigate issues common to all people including multi-cultural experiences through literature, language, and culture.

    b. Recognize the interrelatedness of language, literature, and culture.

    c. Use prefixes and suffixes to modify the meaning of root words as found in context.

    d. Recognize the origin of words adopted from other languages.

    Suggested Teaching Strategies:
    - *Students will recognize and respond to a variety of diverse cultural and media forms and styles; place works of literature into historical, literary, and cultural contexts; and listen and read aloud from selected works of literature to recognize the rhythm, beauty, and power of language to convey a message. (Assessment using T, O, R, F instruments.)*
    - *Students will create works of poetry using elements of figurative language (i.e., metaphors, similes, hyperboles, and alliteration). (Assessment using O instrument.)*

8. **Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)**

    a. Incorporate the use of arts such as drama, music, multimedia, etc., to internalize the language that has been read.

b. Express what has been read through performance of the arts such as poetry, drama, dance, etc.

c. Recognize rhyme, rhythm, repetition, and figurative language, and incorporate them into oral and written forms.

Suggested Teaching Strategies:
- *Using drama, song, dance, etc., students will interpret poems they have read, such as "Road Not Taken." (Assessment using T, O, R instrument.)*
- *The teacher will model rhythm, tempo, and voice while reading.*

9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)

a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw conclusions, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.

b. Adjust reading strategies for different purposes.

c. Use prior knowledge to identify commonalities between personal experiences and story elements.

d. Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning of print.

e. Model by reading aloud (students and/or teacher).

f. Read materials for information, communication, pleasure, and to perform a task, using various strategies.

Suggested Teaching Strategies:
- *Students and teacher will participate in D.E.A.R. (Drop Everything And Read) or other sustained silent reading activity.*
- *Students will predict endings for stories. (Assessment using T, O, R, F instrument.)*
- *Students will write summaries of stories. (Assessment using F instrument.)*
- *Students will complete Venn diagrams to compare and contrast story elements.*

10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)

a. Paraphrase the main idea and important details from multimedia resources.

- b. Depict characters or scenes from stories using a variety of artistic media.
- c. Describe story elements such as setting, characters, mood, motivation, problems/conflict, events/plot, solution, and conclusion.
- d. Distinguish the author's purpose as informative, persuasive, or entertaining.
- e. Determine if the author's purpose is achieved.
- f. Use supporting details to identify main idea of a paragraph or other written message.
- g. Recognize and tell the sequence of events.
- h. Identify and determine meaning of figurative language in written passages, including poems (idioms, similes, metaphors).
- i. Identify first and third person narrative in written passages.
- j. Write a reaction to, interpretation of, or summary of what has been read.
- k. Identify a cause and effect relationship in a written passage.

Suggested Teaching Strategies:

- *Students will create collages to retell stories. (Assessment using R instrument.)*
- *Students will create flannelboard figures and retell stories. (Assessment using R instrument.)*
- *Students will illustrate the events of stories in sequence. (Assessment using R instrument.)*

11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)

- a. Demonstrate knowledge of grammar and usage, including, but not limited to, participles, pronoun case, verb tense, adverbs, prepositional phrases, conjunctions, punctuation, and capitalization.
- b. Interact with increasing competency using standard English skills when writing and speaking in a variety of situations.
- c. Apply correct grammar skills in speaking and writing.
- d. Apply correct usage in speaking, writing, and editing/proofreading.

e. Use correct sentence structure in speaking, writing, and editing/proofreading.

f. Increase proficiency in penmanship.

**Suggested Teaching Strategies:*

- *Given a writing/speaking assignment, students will use correct subject- verb agreement. (Assessment using F instrument.)*
- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*
- *The teacher will write incorrect capitalization, punctuation, and usage sentences for students to correct in writing or orally.*
- * *Basic grammar skills, usage, and sentence structure are taught within meaningful communication activities.*

12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)

a. Make transition from invented spelling in the first draft to correct spelling in the final draft while using a writing process.

b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.

c. Demonstrate appropriate spelling skills in context.

d. Use appropriate vocabulary for specific situations, purposes, and audiences.

Suggested Teaching Strategies:

- *Students will write a sentence for each vocabulary word. In groups of five, students will share sentences. (Assessment using T, O instrument.)*
- *Students will participate in dictionary races to locate words for meaning, pronunciation, and/or usage. (Assessment using T instrument.)*
- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*

13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)

a. Interpret oral, visual, and written language in order to think critically and to solve problems.

b. Identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.

Suggested Teaching Strategies:

- *Students will construct webs (clusters) to organize information obtained from interviews, inquiries, research, or other sources. (Assessment using R instrument.)*
- *Students will form ideas and opinions by plotting information using Venn diagrams to compare and contrast. (Assessment using R, O instrument.)*

14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)

a. Identify and locate information to solve real-life problems.

b. Integrate speaking, listening, writing, and reading to study and solve problems.

Suggested Teaching Strategies:

- *Students will use a sales flyer from a grocery store to determine purchases and plan a meal with a fixed monetary limit. (Assessment using O instrument.)*
- *Students will view commercials and distinguish between fact and opinion statements. (Assessment using F instrument.)*

SIXTH GRADE

COURSE DESCRIPTION

Grade 6; one-year course

The curriculum for Grade 6 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Sixth Grade Language Arts is designed to assist students to reflect and participate in classroom discussions. The students will understand differing points of view, distinguish between fact and opinion, and analyze the effectiveness of group communication skills. The student will read a variety of fiction and nonfiction works independently for appreciation and comprehension, including classical works. The students will read and review primary and secondary source information texts. The students will plan, draft, revise and edit narratives, descriptions, and explanations with attention to composition and style, as well as sentence formation, usage, and mechanics.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. They are merely examples of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include selection of appropriate works of literature modeling problem-solving techniques and reading/writing processes that help accomplish classroom instructional goals. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)
(A - Anecdotal Record) (P - Portfolio) (C - Checklist)

1. **Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)**

   a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as drama, biographies, autobiographies, creative writing, research reports, legends and tall-tales, etc. for different audiences and purposes. (Each teacher will determine the appropriate number of products to be taken through a writing process).

   b. Write in various forms such as short stories, historical fiction, news articles, essays, etc.

   c. Write a reaction to, interpretation of, or summary of what has been read or heard.

   d. Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions.

   Suggested Teaching Strategies:
   - *Students will write and discuss conversations between people involved in historical fiction events. (A, V, K)*
   - *Students will keep literary logs to accomplish a writing process through their choice of readings. (A, V, K) (Assessment using R instrument.)*
   - *Students will write poetry, scripts for drama, puppet plays, etc., for entertainment or amusement. (A, V, K)*
   - *Students will gain fluency through free-writing on a near daily basis. (A, V, K)*
   - *Students will select their choice of writing and brainstorm or plan contents. (K)*
   - *Students will complete first draft of writing choices. (A, V, K)*
   - *Students will pair for peer-editing and proofreading. (A, V, K)*
   - *Students will rewrite to complete second drafts. (A, V, K)*
   - *Students will pair for peer-editing and proofread with consideration of grammar, usage, and sentence structure. (A, V, K)*
   - *Students will rewrite to complete third drafts. (A, V, K)*

- *The teacher will edit students' works and conduct conferences for final drafts.*
- *Students will write final drafts. (A, V, K) (Assessment using R, T, P instruments.)*

2. **Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)**

   a. Present various points of view to an expanding audience (classroom and beyond).

   b. Practice voice quality, articulation, body language, and stage presence.

   c. Use standard English with increasing proficiency in discussion and group and independent presentations.

   d. Listen to determine the main idea and to distinguish fact from opinion.

   e. Continue to self-evaluate proficiency in presentation skills.

   Suggested Teaching Strategies:
   - *Students will make oral presentations such as speeches, storytelling, readers' theater, etc. (A, V)*
   - *Students will debate relevant issues of local, state, national, and global interests. (A) (Assessment using R instrument.)*

3. **Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)**

   a. Identify the purpose of and audience for a project or task.

   b. Use reading as a source of ideas and information for a project or task.

   c. Follow logical sequence/multi-step directions to complete a product.

   e. Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency, etc.)

   Suggested Teaching Strategies:
   - *Students will select books to read individually or be part of a text set (group of students reading same book). Students will use response journals to identify and discuss recurring themes and elements. Students will complete projects/tasks with final activities. (A, V, K) (Assessment using R instrument.)*

4. **Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)**

   a. Locate and use table of contents, key words, electronic card catalog, glossary, atlas, and other resources and periodicals to find and gather information.

   b. Compose a variety of oral, visual, and written presentations from information gathered.

   c. Distinguish fact from opinion.

   d. Read and interpret information from charts, graphs, maps, tables, schedules, and timelines.

   Suggested Teaching Strategies:

   - *Students will evaluate what is read, heard, or viewed and connect it to prior knowledge for critical analysis. (A, V)*
   - *Students will read, listen, or view in a focused manner for periods of time as determined by teacher. (A, V)*
   - *Students will locate, use, and acknowledge a variety of multimedia sources such as thesaurus, telephone book, atlas, almanac, dictionary, computer, encyclopedia, newspaper, and electronic technology to gain information. (A, V, K)*
   - *Students will apply skills to create research projects using multimedia technology and other materials. (A, V, K)*
   - *Students will set purposes for taking notes based on the available information and intended use. (A, V) (Assessment using R instrument.)*
   - *From selected media, students will distinguish facts and opinions, draw conclusions, compare and contrast, etc. (A, V)*

5. **Develop self-monitoring skills to work independently and cooperatively. (R, W, S, L, V)**

   a. Assume a given role in a group such as recorder, reporter, etc.

   b. Assess and monitor individual contributions to the group's effort.

   Suggested Teaching Strategies:

   - *The teacher will devise a checklist for students to use for monitoring personal skills in completing independent works and cooperative group activities. (A, V, K)*
   - *Students will use checklists for given roles in groups. (A, V, K) (Assessment using C, A instruments.)*

6. **Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product.**

   a. Participate in team building through concrete and abstract activities.

   b. Develop strategies for listening and speaking that respect the rights and contributions of others.

   c. Analyze, evaluate, and compromise to arrive at a consensus.

   d. Reorganize ideas and information to achieve a designated purpose.

   Suggested Teaching Strategies:
   - *Groups of students will create ideas and word webs to facilitate discussions in groups. (Assessment using R, O instruments.)*

7. **Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)**

   a. Read an increasingly wider variety of literature to investigate issues common to all people, including multi-cultural experiences, through literature, language, and culture.

   b. Recognize the interrelatedness of language, literature, and culture.

   c. Use prefixes and suffixes to modify the meaning of root words as found in context.

   d. Recognize the origin of words adopted from other languages.

   e. Recognize that language differs according to dialect and social settings.

   f. Identify the tone of a written passage.

   Suggested Teaching Strategies:
   - *Students will read, write, listen to, and view various media to record feelings, make observations, etc., by use of diaries, journals, jottings, etc. (A, V, K) (Assessment using A instrument.)*

8. **Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)**

   a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize the language that has been read.

b. Express language that has been read through performance of the arts, such as poetry, drama, dance, etc.

c. Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral form.

9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)

a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.

b. Adjust reading strategies for different purposes.

c. Use prior knowledge to identify commonalities between personal experiences and story elements.

d. Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning from print.

e. Model by reading aloud (students and/or teacher).

f. Read materials for information, communication, pleasure, and to perform a task, using various strategies.

Suggested Teaching Strategies:

- *Students will use personalized reading strategies to compare/contrast, predict, establish author's purpose and credibility, draw conclusions, distinguish fact and opinion, etc. (A, V) (Assessment using O, R instruments.)*
- *Students will read short stories and discuss the literary terms of them. (V)*
- *Students will write novels or short stories and describe/write the stories' elements. (K) (Assessment using R instrument.)*

10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)

a. Paraphrase main idea and important details from multimedia resources.

b. Depict characters or scenes from stories using a variety of artistic media.

c. Describe story elements such as setting, characters, mood, motivation, problems, events/plot, solution, denouement, and conclusion.

d. Distinguish the author's purpose as informative, persuasive, or entertaining.

e. Determine if the author's purpose is achieved.

f. Use supporting details to identify implied main idea details of a paragraph or written passage.

g. Paraphrase a sequence of events.

h. Identify and determine the meaning of figurative language (idioms, similes, metaphors) in written passages, including poems.

i. Write first and third person narratives.

j. Write a reaction to, interpretation of, or summary of what has been read.

k. Identify a cause and effect relationship in a written passage.

Suggested Teaching Strategies:

- *Students will use literature as a basis for response writings. (A, V)*
- *Students will select newspaper articles. They will distinguish between fact and opinion. This can be done by listing or highlighting facts/opinions.*
- *Using any picture, students will write facts/opinions of pictures. (Assessment using O instrument.)*

11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)

a. Demonstrate knowledge of grammar and usage, including, but not limited to, parts of speech, all punctuation marks, capitalization, verb tense, subject-verb agreement, subordination, pronoun reference, participle and gerund phrases, and basic sentence elements.

b. Interact with increasing competency using standard English when writing and speaking in a variety of situations.

c. Apply correct grammar in speaking, writing, and reading.

d. Apply correct usage in speaking, writing, and editing/proofreading.

e. Use correct sentence structure in speaking, writing, and editing/proofreading.

f. Increase proficiency in penmanship.

**Suggested Teaching Strategies:*

- *Students will edit their works in consideration of appropriate punctuation, capitalization, and spelling skills in context. (A, V, K) (Assessment using F, O, R instruments.)*
- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*
- *The teacher will write incorrect capitalization, punctuation, and usage sentences for students to correct in writing or orally.*
- * *Basic grammar skills, usage, and sentence structure are taught within meaningful communication activities.*

12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)

a. Use standardized spelling while completing a writing process.

b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.

c. Demonstrate appropriate spelling skills in context.

d. Use appropriate vocabulary for specific situations, purposes, and audiences.

Suggested Teaching Strategies:

- *The teacher will pre-read literature selected for classroom use and identify vocabulary unfamiliar to students. (A, V, K)*
- *Students will write and develop their own vocabulary to increase from selected readings. (A, V, K)*
- *Students will use vocabulary as they retell, rewrite, or respond to selected readings. (A, V, K)*
- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*

13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)

a. Interpret oral, visual, and written language in order to think critically and to solve problems.

b. Identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.

Suggested Teaching Strategies:

- *Students will identify problems from selected sources. (A, V)*
- *Students will develop strategies to solve identified problems. (A, V) (Assessment using R instrument.)*
- *Students will select issues relevant to the community.*
- *Students will identify problems related to their selected community issue.*
- *Students will identify sources of information relating to the issues.*
- *Students will conduct interviews and research the issues.*
- *Students will complete projects, suggesting solutions to the problems. (A, V, K) (Assessment using R instrument.)*

14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)

a. Identify and locate information to solve real-life problems.

b. Integrate speaking, listening, writing, and reading to study and solve problems.

Suggested Teaching Strategies:

- *Students will pretend travel to anywhere in the world. Students locate informtion to set up travel itineraries.*

SEVENTH GRADE
COURSE DESCRIPTION
Grade 7; one-year course

The curriculum for Grade 7 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Seventh Grade Language Arts is designed to place emphasis on the continuing development of communication skills. Students will build on previous knowledge expanding the depth and scope of their abilities, purposes, and audiences. Particular attention is given to word choice, organization, style, grammar, and spelling in the context of meaningful activities.

Students will read and gather information from a variety of sources appropriate for adolescents, including classic literature, contemporary novels, technological sources, and interdisciplinary themes as a basis for their writing, reading, speaking, listening, and viewing development. The students will be challenged to develop individual and collaborative skills through participation in independent and group activities in a positive, risk-taking environment. Students will reflect on their processes and growth in the language arts through self, peer, and teacher evaluation.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. They are merely examples of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include selection of appropriate works of literature modeling problem-solving techniques and reading/writing processes that help accomplish classroom instructional goals. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric) (P - Portfolio) (T - Teacher Observation) (C - Checklist) (A - Anecdotal Record)

1. **Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)**

    a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as various types of paragraphs (narrative, descriptive, expository, persuasive), essays, research papers, creative writing, etc. for different audiences and purposes with minimal guidance. (Each teacher will determine the appropriate number of products to be taken through a writing process.)

    b. Write in various forms such as news articles, critical reviews, poems, short stories, speeches, timelines, etc.

    c. Write a reaction to, interpretation of, or summary of what has been read or heard.

    d. Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions.

    Suggested Teaching Strategies:

    - *Students will write 25-word-or-less persuasive paragraphs that attempt to sell books they have read. Book order pamphlets may be used as examples. (Class reads and orders books.) (Assessment using T, C instruments.)*
    - *Students will read a variety of critical reviews on television shows, movies, plays, or books. (Reviews may be found in newspapers, magazines, computer resources, etc.) Based on this research, students will write 50-word-or-less critical reviews on books, poems, or short stories they have read. Reviews may be published in a school or class newspaper or may be used as a library guide. (Assessment using R instrument.)*
    - *Students will make book marks on which they review the books they have read. The book marks are laminated and stay in the books when they are returned to the school or classroom library. (Assessment using R instrument.)*
    - *Students will make book covers for library books. The covers may include illustrations, information on the authors, brief summaries of the books, and several one-sentence reviews of the books. The covers are laminated and put on*

the books. The books are returned to the school or classroom library. (Assessment using R, C instruments.)

2. **Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)**

   a. Show increased proficiency in self-evaluation and begin peer evaluation of presentation skills such as voice quality, articulation, body language, and stage presence.

   b. Express ideas and opinions using formats such as panel discussion, debates, etc.

   c. Use standard English in oral presentations with increasing proficiency and complexity.

   d. Listen to determine the main idea and to distinguish fact from opinion.

   Suggested Teaching Strategies:
   - *Students will select topics of interest. They will write speeches to inform, persuade, or entertain their peers based on that topic. (Assessment using R instrument.)*
   - *Students divide into groups to develop propositions and arguments on a teacher-selected topic. Students will present debates to parents and outside evaluators (such as community leaders). (Assessment using student-developed R instrument.)*

3. **Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)**

   a. Identify the purpose of and audience for a project or task.

   b. Use reading as a source of ideas and information for a project or task.

   c. Follow logical sequence/multi-step directions to complete a product.

   d. Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency, etc).

   Suggested Teaching Strategies:
   - *Students will read adolescent novels (e.g., Roll of Thunder, Hear My Cry). In groups of 3-4, students will develop newspapers (front page, editorial, classified ads, weather, press interview of one of the characters, etc.) based on events in the stories. (Assessment using R instrument.)*

- *Students will develop board games for a lower grade that teaches information on a country, author, planet, etc. Students will write instructions that are clear and concise. Games are used by a lower grade. (Assessment using R, C instruments.)*

4. **Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)**

    a. Locate and use key words, illustrations, subheadings, periodicals, table of contents, an index, etc., to find and gather sources of information.

    b. Compose a variety of oral, visual, and written presentations from information gathered.

    c. Distinguish fact from opinion.

    Suggested Teaching Strategies:
    - *Class develops an A-B-C book in which each class member chooses a letter of the alphabet that relates to something about Mississippi. Using a variety of resources, individuals research the topic. Through a writing process, students develop a book that includes illustrations and text that is shared with students in another state. (Assessment using R instrument.)*

5. **Develop self-monitoring skills to work independently and cooperatively. (R, W, L, S, V)**

    a. Assume a given role in a group such as reporter, recorder, etc.

    b. Assess and monitor individual contributions to the group's effort.

    Suggested Teaching Strategies:
    - *Students keep ongoing records in their portfolios. The records have two columns labeled "Things I Do Well" and "Things I Need to Work On." (Students may be directed to include two things in each column.) (Assessment using P instrument.)*
    - *Students are given checklists in which they rate themselves on a scale of 1 to 5. Students rate their contributions to the group and the group's contributions to them. Students and/or teacher may develop the rubric based on individual/group goals. (Assessment using C instrument.)*
    - *Students write an essay that explains how their writings changed because of group feedback. What did they change? What did they leave unchanged? Why? (Assessment using A instrument.)*

6. **Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product. (R, W, S, L, V)**

   a. Participate in team building through concrete and abstract activities.

   b. Develop strategies for listening and speaking that respect the rights and contributions of others.

   c. Analyze, evaluate, and compromise to arrive at a consensus.

   d. Reorganize ideas and information to achieve a designated purpose.

   e. Work collaboratively to develop a complete product with increasing independence.

   f. Develop strategies for conflict resolution.

   Suggested Teaching Strategies:

   - *Prior to a group activity, students/teacher will brainstorm strategies for conflict resolution. They select the strategies they agree are the most effective. At the conclusion of the activity, students evaluate how well they resolve any conflicts based on these strategies. (Assessment using A, O, R instruments.)*

7. **Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)**

   a. Read an increasingly wider variety of literature to investigate issues common to all people, including multi-cultural experiences through literature, language, and culture.

   b. Recognize the interrelatedness of language, literature, and culture.

   c. Use root words, prefixes, suffixes, and vocabulary adopted from other languages into English.

   d. Recognize that language differs according to dialect and social settings.

   e. Identify the tone of a written passage.

   Suggested Teaching Strategies:

   - *Based on their studies in world history, the class invites guests to share literature, stories, folk tales, music, etc., from the guest's country of origin. (Assessment using T, O, R instruments.)*

- *Students will choose and read books from the bibliography in their world history textbook. Combining their knowledge of the culture from world history and their understanding of the characters, setting, plot, etc. of the book, students write their own poems, songs, plays, folk talks, etc.*

8. **Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)**

   a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize the language they have read.

   b. Express what has been read through performance of the arts, such as poetry, drama, dance, etc.

   c. Recognize characteristics of literature such a rhyme, rhythm, repetition, alliteration, and figurative language, and incorporate them into written and oral forms.

   Suggested Teaching Strategies:
   - *Students will listen to/view audio or visual tapes of poets reading their own works.*
   - *Students will choose poems, essays, or passages, and learn to relate this in sign language to perform or use as presentations to class.*
   - *Students will share poetry through choral readings. (Assessment using T, O, R instruments.)*

9. **Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)**

   a. Use comprehension and reading strategies (skim, scan, predict, infer, draw a conclusion, modify or confirm original predictions, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.

   b. Adjust reading strategies for different purposes.

   c. Use prior knowledge to identify commonalities between personal experiences and story elements.

   d. Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning from print.

   e. Model by reading aloud (student and/or teacher).

   f. Read materials for information, communication, pleasure, and to perform a task, using various strategies.

Suggested Teaching Strategies:

- *While reading adolescent novels, students will write reactions to the text in journals shared with peers and/or teacher. Students will demonstrate use of reading strategies such as predicting, asking questions, clarifying, using prior knowledge, etc. (Assessment using C instrument.)*

10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, L, S, V)

a. Paraphrase important details from multimedia resources.

b. Depict characters or scenes from stories using a variety of artistic media.

c. Describe story elements such as setting, plot/events, characters, theme, motivation, mood, problems/conflict, solution, denouement, and conclusion.

d. Distinguish the author's purpose as informative, persuasive, or entertaining.

e. Determine if the author's purpose is achieved.

f. Use supporting details to identify the implied or stated main idea of a paragraph or other written passage.

g. Paraphrase a sequence of events.

h. Identify and determine meaning of figurative language (similes, metaphors, hyperboles, idioms, etc.).

i. Write first and third person narratives.

j. Recognize implied and stated cause and effect relationships in written passages.

k. Write a reaction to, interpretation of, or summary of what has been read.

Suggested Teaching Strategies:

- *While reading adolescent novels, students will do some of the following: paraphrase readings; draw detailed pictures of the setting and write descriptive paragraphs that match that drawing; construct a character web of one of the main characters; make a timeline of the plot, denoting the climax; write a paragraph of an important event and explain the mood of the character (or the reader) during that event.*

11. **Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)**

    a. Demonstrate knowledge of grammar and usage, including, but not limited to, parts of speech, all punctuation marks, capitalization, verb tense, subject-verb agreement, subordination, pronoun reference, and basic sentence elements.

    b. Interact with increasing competency using standard English skills when writing and speaking in a variety of situations.

    c. Apply correct grammar skills in speaking and writing.

    d. Apply correct usage in speaking, writing, and editing/proofreading.

    e. Use correct sentence structure in speaking, writing, and editing/proofreading.

    f. Apply principles of cursive writing and penmanship in written products.

    **Suggested Teaching Strategies:*

    - *Form round robin editing groups by gathering 5-6 students in each circle. Students' papers are edited by passing them around the circle. Students look for specific items such as capitalization, punctuation, etc. When the paper is returned to the owner, the owner chooses whether or not to use the editing suggestions. (Assessment using R instrument.)*
    - *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*
    - *The teacher will write incorrect capitalization, punctuation, and usage sentences for students to correct in writing or orally.*
    - *Students will take at least 3 pieces of their writing each nine weeks to publishing stages. (Publish a class newspaper or magazine based on these pieces.) Teacher may wish to set standards of complexity based upon seventh-grade standards. (Assessment using R instrument.)*
    - *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*
    - *Basic grammar skills, usage, and sentence structure are taught within meaningful communication activities.*

12. **Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)**

    a. Demonstrate correct spelling.

b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.

c. Use appropriate vocabulary for specific situations, purposes, and audiences.

**Suggested Teaching Strategies:*

- *Students will form editing teams and proofread others' papers.*
- *Basic grammar skills, usage, and sentence structure are taught within meaningful communication activities.*

13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)

a. Interpret oral, visual, and written language in order to think critically and to solve problems.

b. Identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.

Suggested Teaching Strategies:

- *Students will interview older family members or friends.*

14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)

a. Identify and locate information to solve real-life problems.

b. Integrate speaking, listening, writing, and reading to interpret personal ideas/opinions and those of others.

Suggested Teaching Strategies:

- *Students will plan vacations to resort areas at least 500 miles from their home. Students research information as to forms of travel, meals, accommodations, itinerary, and clothing based on weather, etc. After completing research, students will write persuasive paragraphs on why they deserve the vacations. (Assessment using R instrument.)*
- *After reading a novel or short story, students will describe how a character is similar to someone in their own lives. (Assessment using R instrument.)*
- *Students will write events from stories from the viewpoint of two different characters. (Assessment using R instrument.)*
- *Students will describe events in their own lives that are similar to an event in books or short stories. (Assessment using R instrument.)*

EIGHTH GRADE

COURSE DESCRIPTION

Grade 8; one-year course

The curriculum for Grade 8 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Eighth Grade Language Arts is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature through the study of literary elements in classic and contemporary selections. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of language. The student will become a skillful interpreter of the persuasive strategies used in the mass media. Refinement in grammar and spelling skills will be demonstrated in written composition, word choice, organization, and style.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. They are merely examples of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include selection of appropriate works of literature modeling problem-solving techniques and reading/writing processes that help accomplish classroom instructional goals. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)
(C - Checklist) (T - Teacher Observation)

1. **Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)**

   a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as various short papers (narrative, descriptive, expository, persuasive), essay test questions and responses, character analysis, etc., for different audiences and purposes with increasing independence. (Each teacher will determine the appropriate number of products to be taken through a writing process.)

   b. Write with increasing complexity in various forms such as poetry, anecdotes, fables, tall tales, myths, skits, plays, stories, etc.

   c. Write a reaction to, interpretation of, or summary of what has been read or heard.

   d. Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions.

   Suggested Teaching Strategies:
   - *Students will write persuasive compositions trying to alter a school rule, schedule, course offerings, etc. (e.g., trying to get music and art included in the junior high curriculum). (Assessment using R instrument.)*
   - *At the beginning of a new calendar year, students will construct calendars listing not only months, days, holidays, but also original poems, anecdotes, etc., for each month. (Assessment using R instrument.)*

2. **Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)**

   a. Show increased proficiency in self and peer evaluation of presentation skills such as voice quality, articulation, body language, and stage presence.

   b. Use an organized format to express ideas and opinions in both formal and informal presentations such as panel discussion and debate.

c. Use standard English with increased proficiency and complexity in oral presentations.

d. Listen to determine the main idea, distinguishing fact from opinion, and determine speaker's purpose or bias.

Suggested Teaching Strategies:

- *After reading a play in Scope magazine about the right of adopted children to be granted the release of birth records and pertinent information about their parents, students will participate in a debate about the pros and cons of adopted children learning the truth about their identify. (Assessment using R, C instruments.)*

3. Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)

a. Identify the purpose of and audience for a project or task.

b. Use reading as a source of ideas and information for a project or task.

c. Follow logical sequence/multi-step directions to complete a product.

d. Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency etc.)

Suggested Teaching Strategies:

- *Students will construct webs (clusters) demonstrating their own personality and interests. Then they will pair with other students and construct Venn diagrams to graphically illustrate similarities and differences. After writing paragraphs to compare/contrast findings, the students introduce each other to the class. (Assessment using R instrument.)*

4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)

a. Use an appropriate research process and table of contents, key words, indices, periodicals, and electronic card catalog to locate good sources and gather information.

b. Compose a variety of oral, visual, and written presentations from information gathered through multimedia sources.

c. Distinguish fact from opinion.

Suggested Teaching Strategies:

- *Students will cut out advertisements from magazines and list the facts and opinions contained in the advertisements.*
- *Students will view advertisements and list the facts and opinions contained in the advertisements.*
- *Students will present advertisements of original products using visual aids to the class. (Assessment using R instrument.)*

5. **Develop self-monitoring skills to work independently and cooperatively. (R, W, L, S, V)**

   a. Assume a given role in a group, such as reporter, recorder, etc.

   b. Assess and monitor individual contributions to the group's effort.

6. **Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product. (R, W, S, L, V)**

   a. Participate in team building through concrete and abstract activities.

   b Develop strategies for listening and speaking that respect the rights and contributions of others.

   c. Analyze, evaluate, and compromise to arrive at a consensus.

   d. Reorganize ideas and information to achieve a designated purpose.

   e. Develop strategies for conflict resolution.

   f. Work collaboratively to complete a product.

Suggested Teaching Strategies:

- *Students will participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce given products.*
- *In groups of 4 or 6, students plan an informal debate on some relevant school issue (e.g., dress code regulations, closed lunch policy, exemptions). Students then take opposite sides of the issue and as a group prepare "commercials" supporting that side. Commercials are videotaped and shared with entire class. (Assessment using R instrument.)*

7. **Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)**

   a. Read an increasingly wider variety of literature to investigate issues common to all people including multi-cultural experiences through literature, language, and culture.

   b. Recognize the interrelatedness of language, literature, and culture.

   c. Recognize root words, prefixes, suffixes, and vocabulary adopted from other languages into English.

   d. Recognize that language differs according to dialect and social settings.

   e. Use words to achieve a certain effect in writing or speaking.

   Suggested Teaching Strategies:

   - *Students will read examples of multi-cultural literature and discuss with the class issues that were common to the people in a particular ethnic group in that literature selection (e.g., read the short story "Amigo Brothers" by Piri Thomas and discuss the low socio-economic level of Spanish Harlem, the gang influence, etc.). (Assessment using C instrument.)*
   - *Students will create a minimum of five entries for a class-generated slang dictionary, following the guidelines for standard dictionary components. They are encouraged to interview students from other cultural backgrounds. After discussion and display of individual entries, they are combined into a composite dictionary. (Assessment using R instrument.)*

8. **Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)**

   a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize the language they have read.

   b. Express the language of what they have read through performance of the arts, such as poetry, drama, dance, etc.

   c. Recognize characteristics of literature such as rhyme, rhythm, alliteration, repetition, and figurative language, and incorporate them into written and oral forms.

   Suggested Teaching Strategies:

   - *After reading The Dinner Party by Mona Gardner, the students will write a script for a one-act play. The class members will participate as actors, narrator, stage directors, etc. (Assessment using R instrument.)*

- *Students will read and write songs, poems, etc., commemorating holidays, special occasions, etc. (Assessment using R instrument.)*

9. **Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)**

   a. Use comprehension and reading strategies (skim, scan, predict, infer, draw a conclusion, modify or confirm original prediction, understand, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.

   b. Adjust reading strategies according to purposes.

   c. Use prior knowledge to identify commonalities between personal experiences and story elements.

   d. Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning from print.

   e. Model by reading aloud (students and/or teacher).

   f. Read materials for information, communication, pleasure, and to perform a task, using various strategies.

   Suggested Teaching Strategies:

   - *Students will design six-sided cubes to complement study of a short story or novel. One side indicates the title, author, copyright date, publisher. Each of the other sides demonstrates a strategy used by students as they read (prediction, visualization, connection, etc.). (Assessment using R instrument.)*

10. **Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)**

    a. Paraphrase important details from multimedia resources.

    b. Depict characters or scenes from stories using a variety of artistic media.

    c. Describe story elements such as setting, plot/events, characters, motivation, mood, problems/conflicts, solution, theme, denouement, and conclusion.

    d. Distinguish the author's purpose as informative, persuasive, or entertaining.

    e. Determine if the author's purpose is achieved.
    f. Use supporting details, implied or stated, to identify the implied or stated main idea of a paragraph or other written passage.

g. Paraphrase a sequence of events.

h. Identify and determine meaning of figurative language (similes, metaphors, hyperboles, idioms, etc.).

i. Write first and third person narratives.

j. Recognize implied and stated cause and effect relationships in a written passage.

k. Recognize the reason for an author's choice of words in a passage.

l. Write a reaction to, interpretation of, or summary of what has been read.

Suggested Teaching Strategies:

- *Students will play a "Beat the Clock" game with story elements. After reading a short story, give each member of the class a card with a story element on it: plot, main characterization, minor characterization, etc. When the teacher rings a bell, he or she calls out a story element such as "conclusion," and the student holding the "conclusion" card has 60 seconds to tell all he/she knows about the conclusion of the short story. The game continues until all story elements are presented. (Assessment using R instrument.)*
- *After reading "The Flight of the Snowbird" by Jean Lively and "If It Comes Back" by Jean Gilbertson, students will write comparison/contrast paragraphs about the handicaps, characters, etc. (Assessment using R instrument.)*

11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)

a. Demonstrate knowledge of grammar and usage, including, but not limited to, verb forms, verbals, modifiers, pronoun-antecedent agreement, compound-complex sentences, punctuation, and capitalization.

b. Interact competently using standard English skills when writing and speaking in a variety of situations.

c. Apply correct grammar skills in speaking, writing, and reading.

d. Apply correct usage in speaking, writing, and editing/proofreading.

e. Demonstrate full control in cursive writing in written assignments.

**Suggested Teaching Strategies:*

- *The teacher will play examples of country songs, soft rock, etc., that contain grammatical errors and have students write down the grammatical errors heard. They are then to correct the grammatical errors (e.g., "That Ain't My Truck," "Gonna Get a Life," etc. (Assessment using R instrument.)*
- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*
- *The teacher will write incorrect capitalization, punctuation, and usage sentences for students to correct in writing or orally.*
- *The teacher will write incorrect capitalization, punctuation, and usage sentences for students to correct in writing or orally.*
- * *Basic grammar skills, usage, and sentence structure are taught within meaningful communication activities.*

12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)

a. Demonstrate correct spelling.

b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.

c. Use appropriate vocabulary for specific situations, purposes, and audiences.

**Suggested Teaching Strategies:*

- *Students will bring in examples of misspelled words on billboards, in the newspapers, in advertisements, etc. (Post corrections for extra credit.)*
- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*
- * *Basic grammar skills, usage, and sentence structure are taught within meaningful communication activities.*

13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)

a. Interpret oral, visual, and written language in order to think critically and to solve real-life problems.

b. Identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.

Suggested Teaching Strategies:

- *Students will interview senior citizens in the community and ask them a list of questions such as: "Do you feel that we are experiencing the 'good old days' now, or was it experienced in the past?" or "What advice do you have for young people today?"*

  Options for presenting to the class:
  - *Write a dialogue and let a fellow classmate portray the older person. (Assessment using T, R instruments.)*
  - *Use a cassette tape and play the actual interview to the class. (Assessment using T, R instruments.)*
  - *If possible, have the older person come to class, and the student will conduct the interview in class. (Assessment using C, T, R instruments.)*

14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)

a. Identify and locate information to solve real-life problems.

b. Integrate speaking, listening, writing, and reading to interpret personal ideas/opinions and those of others.

Suggested Teaching Strategies:

- *The teacher will read aloud a newspaper editorial on a pertinent subject such as abortion, prayer in public schools, etc. Have a class discussion to elicit student opinions and ideas on the subject. After discussion, have students to either write an editorial, compose a letter to the editor, or create an editorial cartoon on the subject. (Assessment using T, R, instruments.)*

NINTH GRADE

COURSE DESCRIPTION

Grade 9; one-year course

The curriculum for Grade 9 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Ninth Grade Language Arts is designed to incorporate grammar, reading, writing, listening, speaking, and viewing into the study of literature and language usage.
Areas to be emphasized are cooperative learning, basic research, and skills in critical thinking, oral and written communication, grammar and mechanics through various writing experiences and reading various literary forms and styles. Students' responses should show progression from concrete to abstract thinking. This curriculum is designed to promote an appreciation of language and literature.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose. (R, W, S, L, V)**

    a. Produce individual or group writings or projects in a variety of forms such as poems, stories, journals, paragraphs, etc., to inform, describe, persuade, predict, etc.

    b. Edit writing to reflect correct grammar, usage, and mechanics.

    c. Write a response, reaction, interpretation, analysis, summary, etc. of literature, other reading matter, or orally presented material.

    d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.

    e. Write business and social correspondence.

Suggested Teaching Strategies:

- *After reading a sonnet by Elizabeth Barrett Browning, or another love poem, students will in pairs or small groups write love poems using rhyme, rhythm, and other poetic devices. (A, V, K) (Assessment - teacher-made rubric which focuses on poetic devices, group participation)*
- *Students will listen to an audio tape of "Casey at the Bat" or another poem and then discuss the style and poetic devices of the poem. (A, V) (Assessment using F, O, R instruments.)*
- *In preparation for writing, students will generate ideas from what they have read, listened to, or viewed.*
- *After reading "Gift of the Magi," students will write business letters to try to persuade the watch shop to return Jim's watch. (A, V, K) (Assessment using F, O, R instruments.)*
- *The students will write paragraphs to describe characters or places in stories read. (A, V, K)*
- *Before reading Romeo and Juliet, students will plan and write paragraphs about their ideal Juliet or their ideal Romeo and share the paragraphs with a peer group. (A, V, K) (Assessment using F, O, R instruments.)*

Suggested Assessment Methods:

- *Teacher will create a rubric for assessment.*
- *Students will keep a work-in-progress portfolio for self-evaluation and/or teacher assessment.*

2. **Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud. (L, S, R)**

    a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.

    b. Speak with appropriate intonation, articulation, gestures, and facial expression.

    c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.

Suggested Teaching Strategies:

- *By reading and listening to "The Most Dangerous Game" or another short story, students will apply situations and reactions to real life (such as, what are modern day ship-trap islands?). (A, V, K)*
- *After reading Antigone, students will discuss the guilt or innocence of Creon and examine how he would fare in our justice system today. (A, V)*

Suggested Assessment Methods:

- *Teacher will create a rubric to assess the oral or written responses.*

3. **Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects. (R, W, S, L, V)**

    a. Read, view, and listen to distinguish fact from opinion.

    b. Access print, non-print, and technological sources to produce oral or written research projects.

    c. Use reference sources, indices, electronic card catalog, and appropriate information gathering procedures to gather and synthesize information.

Suggested Teaching Strategies:

- *The teacher will invite a guest speaker to present ideas on a current issue or problem. (A, V)*
- *Students will complete a guest speaker evaluation form.*
- *Students will complete research on the life and time of William Shakespeare before reading Romeo and Juliet. (A, V, K)*

- *Students will read newspaper advertisements and determine what is fact and what is opinion. (A, V)*
- *Students will use television and print commercials to detect propaganda and persuasive devices. (V, A)*

Suggested Assessment Methods: (F, O, R)

4. **Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking. (R, W, S, L, V)**

    a. Interact with peers to examine real.world and literary issues and ideas.

    b. Develop leadership skills and build self-esteem through cooperation and compromise in groups by assuming a role, self-monitoring participation, and contributing to the completion of a task.

    Suggested Teaching Strategies:
    - *Students will work in groups to create a short story after identifying the elements of the short story. (K)*
    - *Students will work in groups of three or four to identify the elements of a short story. Team members will work together to plan the plot, characters, setting, etc., and write a story. (A, V, K)*

    Suggested Assessment Methods:
    - *Teacher and students will create a rubric to assess the short story.*

5. **Complete oral and written presentations which exhibit interaction and consensus within a group. (R, W, S, L, V)**

    a. Share, critique, and evaluate works in progress and completed works through a process approach.

    b. Communicate effectively in a group to present completed projects and/or compositions.

    c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.

    Suggested Teaching Strategies:
    - *The students will meet in peer response groups to give oral feedback on the contents of first drafts. The teacher will monitor the entire process: prewriting, writing, responding to content, revision, rewriting, and editing. (A, V)*

- *Students will publish completed works: bulletin board displays, competitions (such as MCTE Celebration of Young Writers), books, pamphlets, and oral presentations to other classes, civic groups, nursing homes, etc. (K, V)*
- *After reading Romeo and Juliet, students will select class members to be judge (Prince Escalus) and witnesses (other characters still alive) to try Friar Laurence for his participation in the death of Romeo and Juliet. (A, V, K) (Assessment using F, O, R instruments.)*

6. **Explore cultural contributions to the history of the English language and its literature. (R, W, S, L, V)**

   a. Examine the influence of culture and history on language and literature.

   b. Recognize that language is shaped by cultural, social, and geographical differences.

   c. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.

   d. Recognize root words, prefixes, suffixes, and cognates.

   e. Relate how vocabulary and spelling have changed over time.

   Suggested Teaching Strategies:
   - *The teacher will show videos and/or pictures to introduce England of Shakespeare's time before reading Romeo and Juliet. (A, V)*
   - *Before reading Romeo and Juliet, the teacher will give students lists of Shakespearean terminology, and students will describe each other in Shakespearean English. (A, V)*
   - *Before reading the Odyssey, students will examine some examples of Greek characters and mythology. (A, V)*

   Suggested Assessment Methods: (F, O, R)

7. **Discover the power and effect of language by reading and listening to selections from various literary genres. (R, W, S, L, V)**

   a. Read aloud with fluency and expression.

   b. Listen to selected works to recognize and respond to the beauty and power of the language.

   c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.

d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.

e. Analyze how grammatical structure or style helps to create a certain effect.

Suggested Teaching Strategies:

- *Students will read selected passages aloud as oral interpretations. (A, V)*

Suggested Assessment Methods:

- *The teacher will create a rubric to assess oral presentations.*
- *Students will listen to the poem "The Bells" and identify the words and phrases that sound like the four kinds of bells. (A, V)*

8. Read, discuss, analyze, and evaluate literature from various genres and other written material. (R, W, S, L, V)

a. Read a variety of literature such as poetry, drama, novels, short stories, and nonfiction and understand literary elements such as theme, tone, characters, point of view, etc.

b. Identify literature that has produced a lasting impact on society.

c. Read for enjoyment, appreciation, information, and completion of a task.

d. Read to increase vocabulary and enhance learning.

e. Read analytically to distinguish fact from opinion, to determine cause and effect, and to infer information.

Suggested Teaching Strategy:

- *After reading Animal Farm, students will discuss the character traits of the animals that are universal in humans. (A, V) (Assessment using F, O, R instruments.)*

9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)

a. Employ editing skills to identify and correct problems of specific grammar conventions in various kinds or writings.

b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including but not limited to, the following, complete sentences, subject-verb agreement, plurals, spelling, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, and parallel structure.

c. Give oral presentations to reinforce the use of standard spoken English.

d. Manipulate basic sentence patterns through sentence expansion and combining.

e. Recognize and use various grammatical structures, such as a variety of clauses, phrases, etc., to convey and clarify thought.

Suggested Teaching Strategies:
- *After reading Romeo and Juliet and Animal Farm, students will write essays comparing the characters of the two pieces. Grammar focus will be on complete sentences, punctuation, and capitalization. (A, V, K)*
- *In seen editing groups, the students will, give suggestions for sentence combining and verb agreement in a piece of work selected by each student. (A, V)*
- *The students will analyze their own grammar/usage/mechanical mistakes as a reflective piece of writing. (A, V)*

Suggested Assessment Methods: (F, O, R)

10. Use language and critical thinking strategies to serve as tools for learning. (R, W, S, L, V)

a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.

b. Interpret visual material orally and in writing.

Suggested Teaching Strategies:
- *Students will keep a reading log while reading The Free Man or other novel to record observations as they read. (A, V, K)*
- *Students will create and explain pie charts that depict students' after-school hobbies and interests.*

Integrated Suggested Teaching Strategies as Integrated Lesson from Great Expectations:

Competencies 3 and 4 -
- *Students will divide into groups to research aspects of Dicken's England. Topics may include social, judicial, educational, political, or other aspects.*

Competencies 2, 4, 5, and 9 -
- *Students will give presentations of their findings.*

Competency 6 -

- *Students will listen to a teacher-led discussion on Charles Dickens and his contributions to English literature, emphasizing important facts from students' research.*

Competency 6 -

- *Students will design a mural on the life and times of Dickens.*

Competencies 2 and 7 -

- *Students will begin the study of Great Expectations by listening to an excerpt read aloud. As the study progresses, students will select and read passages aloud.*

Competencies 1 and 8 -

- *Students will keep reading logs which include comments on passages read, lists of unfamiliar vocabulary words, insights on characters, etc.*

Competencies 1, 8, 9, and 10 -

- *Students will create various pieces of writing such as descriptive paragraphs of character, comparisons of characters to people they know, or analyses of certain passages.*

Competencies 1, 8, and 9 -

- *Students will rewrite a scene from a character's viewpoint.*

Competencies 1, 4, and 9 -

- *Students will, individually or as a team, write various types of letters. For example, students may invite characters to Christmas dinner; Joe and Biddy's wedding; petition Newgate Prison to free Abel Magwitch; or design birth announcements for young Pip.*

Competencies 1, 2, 4, and 10 -

- *Students will, in small groups, choose an object or animal to represent a particular character and develop a presentation for class which may include drawings, skits, puppetry, etc. (e.g., Mrs. Joe - a massive armchair; Mr. Joe - an ottoman).*

Competency 3 -

- *Students will view the film Great Expectations.*

Suggested Assessment Methods:

- *The teacher will design rubrics to evaluate oral presentations, writings, projects, and reading logs, etc. The teacher may also use teacher-designed tests.*

TENTH GRADE
COURSE DESCRIPTION
Grade 10; one-year course

The curriculum for Grade 10 describes in general terms what students are expected to know and to do throughout the year to become more adept language users. Tenth Grade Language Arts is designed to infuse the study of mechanics and grammar into a comprehensive study of language and literature. Students who complete this course should be able to communicate effectively, to think creatively, and to solve problems. To ensure achievement of this goal, written and oral communication skills, listening skills, critical thinking skills, individual and cooperative learning strategies, research skills, reading skills, and their application through hands-on activities are emphasized throughout the teaching process. Students' responses should show progression from concrete to abstract thinking. This curriculum is designed to promote an appreciation of language and literature.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose. (R, W, S, L, V)

a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.

b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.

c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.

d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.

Suggested Teaching Strategies:

- *Students will write and revise multiple paragraphs and essays exploring personal experiences and beliefs or analyzing various aspects of a literary work. (A, V, K)*
- *Students will write thank-you letters, business letters, memos, and resumes for a particular purpose. (V, K)*
- *Students will work with a group to write newspapers based upon a particular literary work. For example, the newspaper might be based upon the novel* The Scarlet Letter *or any grade-appropriate book. (A, V, K)*
- *Students will work with a group to write and illustrate a children's book. They will read it to children in an elementary classroom. (A, V, K)*
- *Students will work with a group to publish a book of the class's best poetry, short stories, and essays. Student writing may be taken from portfolios for this project. (A, V, K)*

Suggested Assessment Methods:

- *The teacher and the students will create rubrics for assessment. (R)*
- *Students will place writing samples in portfolios for self-assessment and/or teacher assessment throughout the year. (R)*

2. **Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud. (L, S, R)**

   a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.

   b. Speak with appropriate intonation, articulation, gestures, and facial expression.

   c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.

   Suggested Teaching Strategies:
   - *Students will debate a current controversial issue after thorough research. (A, V, K)*
   - *Students will give speeches addressing current issues or problems. (A, K)*
   - *Students will create videos based upon school issues or problems. (A, V, K)*

   Suggested Assessment Methods:
   - *The teacher and the students will create a rubric for assessment. (R)*

3. **Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects. (R, W, S, L, V)**

   a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.

   b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.

   c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, etc.

   d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.

   Suggested Teaching Strategies:
   - *Students will use interviews, computer-assisted searches, and print sources to research a possible career goal. (A, V, K)*

   Suggested Assessment Methods: (F, O, R)

4. **Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking. (R, W, S, L, V)**

   a. Interact with peers to examine real world and literary issues and ideas.

   b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.

   Suggested Teaching Strategies:
   - *Students will work in teams to create posters that illustrate a poem. The teams will then give oral presentations to the class and explain the poem. (A, V, K)*
   - *Students will work in teams to create murals that illustrate a literary work (e.g., the three acts of Our Town). The teams will then give oral presentations. (A, V, K)*
   - *Students will work in teams to plan trips to specific locations. The teams should research the routes and the history of the areas, and plan daily itineraries. (The teacher might work with a history class on this project.) (A, V, K)*

   Suggested Assessment Methods:
   - *The teacher will design a rubric for assessment. (R)*

5. **Complete oral and written presentations which exhibit interaction and consensus within a group. (R, W, S, L, V)**

   a. Share, critique, and evaluate works in progress and completed works through a process approach.

   b. Communicate effectively in a group to present completed projects and/or compositions.

   c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.

   Suggested Teaching Strategies:
   - *Students will meet in peer response groups to give oral feedback on the content of first drafts. The teacher will monitor the entire process: prewriting, writing, responding to content, revision, rewriting, and editing. (A, V, K)*
   - *Students will publish completed works: bulletin board displays, competition (such as MCTE Celebration of Young Writers), books, pamphlets, and oral presentations to other classes, civic groups, nursing homes, etc.). (V, A)*

Suggested Assessment Methods: (F, O, R)

6. **Explore cultural contributions to the history of the English language and its literature. (R, W, S, L, V)**

   a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.

   b. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.

   c. Recognize root words, prefixes, suffixes, and cognates.

   d. Relate how vocabulary and spelling have changed over time.

   Suggested Teaching Strategies:
   - *During the reading of a particular selection, students will discuss the etymology and evolution of certain words in the work. (V, A)*

   Suggested Assessment Methods: (F, O, R)

7. **Discover the power and effect of language by reading and listening to selections from various literary genres. (R, W, S, L, V)**

   a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.

   b. Read aloud with fluency and expression.

   c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.

   d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.

   e. Analyze how grammatical structure or style helps to create a certain effect.

   Suggested Assessment Methods: (F, O, R)

8. **Read, discuss, analyze, and evaluate literature from various genres and other written material. (R, W, S, L, V)**

   a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.

   b. Read, discuss, and interpret literature to make connections to life.

c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.

d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.

e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, etc.

Suggested Teaching Strategies:
- *Students will read works of literature and create original book jackets for the works. They will create illustrations for the covers of the book jackets, write blurbs, and write biographies of the authors. (A, V, K)*

Suggested Assessment Methods:
- *The teacher will create a rubric for assessment. (R)*

9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)

a. Infuse the study of grammar and vocabulary into written and oral communication.

b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.

c. Give oral presentations to reinforce the use of standard English.

d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.

Suggested Assessment Methods: (F, O, R)

10. Use language and critical thinking strategies to serve as tools for learning. (R, W, S, L, V)

a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.

b. Interpret visual material orally and in writing.

Suggested Teaching Strategies:

- *Students will create a survey of local or area businesses to identify important qualities for prospective employees. After surveys are returned, students will analyze and synthesize data to report results to participating businesses. (K, V, A)*
- *Students will create pamphlets identifying community assets and opportunities to be distributed to new students. (Language classes may work with business or computer classes on this project.) (K, V)*

Suggested Assessment Methods: (F, O, R)

Integrated Suggested Teaching Strategies:

- *The teacher will provide thematic units* that emphasize competencies that all students should know. Themes might include Choosing a Career, The Comic Spirit, The Voice of the South, The Thirties, The Sixties, Love Found, Love Lost, Heroes, Growing Up, Belonging to Groups, Leisure, Who Am I, Remembering People, Mississippi, Music, Getting Along, Nature, Miscommunication, Conflict, Change, Problem-Solving, Resource Management, Interpersonal Skills, Acquiring and Using Information, Understanding Complex Systems, Technology, Thinking Skills, Personal Qualities, etc. (A, V, K)*

**A thematic unit ties reading and writing opportunities to a particular theme. Themes may continue for any length of time the teacher chooses.*

ELEVENTH GRADE

COURSE DESCRIPTION

Grade 11; one-year course

The curriculum for Grade 11 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Eleventh grade students will further refine their skills in reading, writing, interpretation of literature, listening, and speaking. Learners will develop confidence and gain independence in dealing with more abstract ideas.

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COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose. (R, W, S, L, V)**

   a. Spontaneously employ a writing process.

   b. Compose complex and sustained texts using a blend of modes and purposes.

   c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.

   d. Adapt an appropriate formality of language and tone.

   e. Read and write to create insightful responses to personal works and other pieces of writing in order to monitor self-growth.

   f. Edit writing to reflect correct grammar, usage, and mechanics.

   g. Produce writing typically used in workplace and in other real-life situations such as memos, faxes, explanation of procedures; status reports; justification of decisions, actions, or expenses; research findings; etc.

   h. Revise to ensure effective introductions, transitions, details, wording, and conclusions.

   Suggested Teaching Strategies:

   - *After reading Faulkner's "Barn Burning," students will respond to the following prompt: What type of character is Sarty Snopes? Students will brainstorm ideas by returning to the story to find lines that give clues to Snopes' character. Students will integrate these clues into a piece of writing, seek peer response for revision and editing suggestions, revise and edit, and write a final draft for publishing. Students will then create a personal reflection that focuses on their growth as writers.*

   Suggested Assessment Method:

   - *Students will keep a work-in-progress portfolio for self-assessment or teacher assessment.*

2. **Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud. (L, S, R)**

   a. Participate in student-to-student discussion.

   b. Develop and express informed opinions.

c. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine speaker's purpose or bias.

d. Speak effectively to explain and justify ideas to peers and to inform, summarize, persuade, entertain, describe, etc.

e. Speak with appropriate intonation, articulation, gestures, and facial expression.

Suggested Teaching Strategies:

- *Before reading Poe's "Cask of Amontillado," the teacher will ask the class to generate orally examples of revenge they see in day-to-day life. As students participate in this oral discussion, a student writer will create a list of these examples on the board or on chart paper. After a class discussion on the various types of revenge, the teacher will introduce the story by making connections to a particular example of revenge in Poe's story. At this point, students will read the story. The teacher will culminate the discussion of revenge by engaging students in a student-to-student discussion to evaluate the negative implications of revenge on modern society.*

3. **Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects. (R, W, S, L, V)**

a. Locate and discern appropriate sources of print, non-print information, and technologically derived information.

b. Use reference sources, bibliographies, indices, electronic card catalog, and appropriate research procedures to gather information.

c. Blend information from several sources into a coherent whole.

d. Present information in written and oral format.

Suggested Teaching Strategies:

- *To develop a deeper understanding of the era in which Thoreau wrote, students will research the social, political, and economic structure of New England by reading and evaluating historical books, videos, filmstrips, and technologically-derived information from computer sources to create a project and/or presentation.*

4. **Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking. (R, W, S, L, V)**

   a. Initiate peer interaction to examine real life and literary issues and ideas.

   b. Assume various group roles and monitor group effectiveness with minimal teacher direction.

   Suggested Teaching Strategies:
   - *Groups of four students are given a selected poem and a sheet of poster board or chart paper on which they are to interpret the poem using words, illustrations, and/or symbols. After interpretations are completed, students stand by their posters for "tellers and travelers." When the teacher sounds a whistle, the travelers (3 students from each group) move to the next poster. At each poster, the "teller" (the one person left with the poster) explains the poem. When the "travelers" return to their own poster, they invite the "teller" to retrace their trip with them, stopping at each "station" to explain the poem to the "teller."*

5. **Complete oral and written presentations which exhibit interaction and consensus within a group. (R, W, S, L, V)**

   a. Work collaboratively to produce a finished product for a given purpose such as entertainment, persuasion, information, etc.

   b. Develop competency in critical thinking, leadership skills, consensus building, and self-confidence.

   c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.

   Suggested Teaching Strategies:
   - *Students will meet in peer response groups to give oral feedback on the content of first drafts. The teacher will monitor the following: prewriting, writing, responding to content, revision, rewriting and editing.*
   - *Students will publish completed works: bulletin board displays, competitions (such as MCTE Celebration of Young Writers), books, pamphlets, and oral presentations to other classes, civic groups, nursing homes, etc.*

6. **Explore cultural contributions to the history of the English language and its literature. (R, W, S, L, V)**

   a. Examine the influence of culture and history of language and literature.

b. Recognize that language is shaped by social, cultural, and geographical differences.

c. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.

d. Recognize root words, prefixes, suffixes, and cognates.

e. Relate how vocabulary and spelling have changed over time.

Suggested Teaching Strategies:

- *Students will read selections from Puritan or American Colonial writers and choose ten nouns to determine their origin. Students will compare the use of the words from the earlier period with their use today.*

7. Discover the power and effect of language by reading and listening to selections from various literary genres. (R, W, S, L, V)

a. Respond to the beauty and power of the language.

b. Read selected works aloud with fluency and expression.

c. Recognize, select, and incorporate effective oral techniques (inflection, tone of voice, etc.) in original works.

d. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.

e. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.

f. Analyze how grammatical structure or style helps to create a certain effect.

Suggested Teaching Strategies:

- *After writing a final draft of a personal narrative, students will read their published writing aloud with the appropriate vocal expression, volume, facial expressions, and hand gestures.*
- *Students will discuss problems dealing with linguistic prejudice and identify impressions they have of speakers such as Southern, British, Boston, Irish, Black, etc. dialect. Then they will identify reasons why people are stereotyped because of their dialects.*
- *Students will listen to a recording of Robert Frost's "The Death of the Hired Man" and identify speech patterns of a New England dialect.*

8. **Read, discuss, analyze, and evaluate literature from various genres and other written material. (R, W, S, L, V)**

    a. Read increasingly challenging works and choose a method to analyze, critique, evaluate, and interpret.

    b. Read to associate literary experiences with contemporary issues, such as those dealing with religion, politics, government, economics, etc.

9. **Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)**

    a. Understand the features and structure of conventional English to produce texts free of substandard usage.

    b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, dangling and misplaced modifiers, and shifts in voice, tense, structure, and person.

    c. Exhibit control of language in context by manipulating sentence structure.

    d. Use editing strategies to improve writing proficiency.

    e. Use vocabulary appropriate to the complexity of the content.

10. **Use language and critical thinking skills to serve as tools for learning. (R, W, S, L, V)**

    a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.

    b. Interrelate new concepts and words before, during, and after listening, speaking, reading, viewing, and writing.

    c. Synthesize language skills to communicate beyond the immediate environment.

    d. Use writing strategies, such as notetaking, reflecting, and making predictions to promote learning.

e. Use writing strategies, such as learning logs, summaries, journals, and analyses, to apply learning.

f. Interpret visual material orally and in writing.

Integrated Suggested Teaching Strategies as Sample for Henry David Thoreau's Walden:

Competencies 1 and 10 -
- *Students will keep a personal journal for one week focusing on time spent on various activities during the day.*

Competency 10 -
- *Students will, at the end of a week, reflect in writing on time spent on self and time spent on others.*

Competencies 2 and 4 -
- *Students will, in small groups, begin to compare their journals and personal reflections to those of other students to realize the "busyness" of their lives and the societal pressures that bring it about.*

Competencies 2, 3, 4, 5, 6, and 9 -
- *Students will, in small groups, research life in New England in 1800 as compared to the present day. Categories will be assigned to different groups which will report findings to the large group. (Categories: social, political, economic, religions)*

Competency 7 -
- *Students will read the introduction of Walden as a way for students to experience the power of language.*

Competencies 1, 2, 8, and 10 -
- *Students will read selections from Walden keeping a reading log to indicate what they agree with and what they doubt in his philosophy.*

Competencies 2, 8, and 9 -
- *Students will discuss as a class their commonalities and doubts as recorded in reading logs.*

Competencies 1, 2, and 10 -
- *Students will list people, things, and activities that are personally important to them.*

Competencies 1, 2, 5, 9, and 10 -
- *Students will create a personal philosophy based on living life by what is truly important to them.*

Competencies 1, 4, and 5 -
- *Students will respond to first drafts in response groups.*

Competencies 1 and 4 -
- *Students will use response to revise.*

Competencies 1 and 4 -
- *Students will edit pieces prior to publishing.*

Competencies 1, 2, 5, 9, and 10 -

- *Students will publish finished pieces.*

Competencies 1 and 10 -

- *Students will reflect on writing of philosophy as a culminating activity.*

TWELFTH GRADE
COURSE DESCRIPTION
Grade 12; one-year course

The curriculum for Grade 12 describes in general terms what students are expected to know and do throughout the year to become confident users of the language. Emphasis is placed on scholarly research and the reading and writing of complex abstract ideas. Twelfth Grade Language Arts is designed to provide students the opportunity to become independent, articulate, confident learners who can succeed in the world of work and/or the academic world.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose. (R, W, S, L, V)**

   a. Produce purposeful academic, practical, and creative writings that reflect advanced proficiency.

   b. Read and write to create insightful responses to personal works and other pieces of writing in order to monitor self-growth.

   c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.

   d. Revise to ensure effective introductions, details, wording, transitions, and conclusions.

   Suggested Teaching Strategies:

   - *Students will write a business newsletter to potential clients of a business they foresee owning in the next ten years. (A, V, K) (Assessment using F, O, R instruments.)*
   - *Students will write an analytical paper on Lord of the Flies, using one of the following as an example of thesis: "Roger is the sadistic character who is evil throughout the novel" or "Ralph changes from an immature young boy, to a chief with many responsibilities, to a young man who understands the potential for evil that all men possess inside them." During the revision and editing stage, the writer will meet with peer-editors to discuss organization and conventions of standard English, including but not limited to, the following: complete sentences, subject-verb agreement, plurals, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, and parallel structure. (A, V) (Assessment using O, R instruments.)*
   - *Students will read Elizabeth B. Browning's "Sonnet 43" from Sonnets from the Portuguese. They will write poems that reflect strongly their attitudes toward a passion. (Example: How do I love music? Let me count the ways.) (A, V) (Assessment using F, O, R instruments.)*

   Suggested Assessment Method:

   - *Students will keep a work-in-progress portfolio for self-assessment and/or teacher assessment.*

2. **Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud. (L, S, R)**

   a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.

b. Speak with appropriate intonation, articulation, gestures, and facial expression.

c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.

Suggested Teaching Strategies:

- *Students will tape one interview of an older family member or friend to gather local history. After making a transcript of the interview, students publish in class before sending the information to the Mississippi Department of Archives and History. (A, V, K) (Assessment using F, O, R instruments.)*
- *Students will divide their journal pages into vertical columns. After the teacher has orally explained the assignment, students will show their understanding of the assignment on the right hand column. (e.g., Responding to a Poem). In the left hand column, they will complete the assignment.*

3. **Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects. (R, W, S, L, V)**

a. Exhibit independent use of multimedia technology and other resources for various research purposes.

b. Use reference sources, indices, electronic card catalog, and appropriate research procedures to locate and gather information.

c. Gather information from several sources, synthesize information, and report findings and conclusions in writing, oral, and visual form.

Suggested Teaching Strategies:

- *Students will write I-search papers.*
- *Students will participate in job interviews.*
- *Students will participate in interviews with college admissions counselors.*
- *Students will research three potential colleges, write letters requesting catalog and admissions material, and write papers discussing advantages and disadvantages. (A, V, K) (Assessment using F, O, R instruments.)*
- *Students will conduct computer-assisted research (Internet, CD ROM, etc.) if possible.*

4. **Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking. (R, W, S, L, V)**

a. Participate in self-directed groups to examine authentic and literary issues and ideas, such as man's experiences with war and peace.

b. Exhibit proficiency in critical thinking, leadership skills, and consensus building.

Suggested Teaching Strategies:

- *Students will complete a 25th high school reunion booklet after writing autobiographical pieces based on what they hope to accomplish in the next 25 years. The following committees are formed to create the class booklet: editorial, typesetting and design, career design, copy editing, book production, budgets and financing, fund raising, and distribution. (A, V, K) (Assessment using F, O, R instruments.)*
- *Students will, after reading Septima Clark's Ready from Within, work in groups to select a person who has undergone hardships, adversities, and obstacles in order to achieve their goals, just as Septima Clark did. Then they will select a person to feature as their own version of a Septima Clark. (A, V, K) (Assessment using F, O, R instruments.)*
- *Students will, in oral discussions or in small groups, examine the connection between some historical events and the literature produced during the period. They will then answer the question: How would it have been different if . . . ? Examples: What would have happened if the Germans had won World War II? What literature would be missing? What new kind of literature would have been produced? What would the world be like? What would have happened in Camelot if the knight had not drawn his sword to kill the snake in "The Day of Destiny?" (A, V, K) (Assessment using F, O, R instruments.)*

5. Complete oral and written presentations which exhibit interaction and consensus within a group. (R, W, S, L, V)

a. Share, critique, and evaluate works in progress and completed works through a process approach.

b. Communicate effectively in a group to present completed projects and/or compositions.

c. Edit oral and written presentations to correct grammar, usage, and mechanics.

Suggested Teaching Strategies:

- *Students will publish completed works: bulletin board displays, competition (such as MCTE Celebration of Young Writers), books, pamphlets, and oral presentations to other classes, civic groups, nursing homes etc. (V, K) (Assessment using F, O, R instruments.)*

- *Students will meet in peer response groups to give oral feedback to the content of first drafts. The teacher will monitor a writing process: prewriting, writing, responding to content, revision, rewriting, and editing (A, V) (Assessment using O, R instruments.)*
- *Students will, after reading Act I, Scene 7, of Macbeth, select a Macbeth and several objective "helpers" to question him, making it easier to make a decision whether or not to kill King Duncan. (A, V) (Assessment using O instrument.)*
- *Students will, after having studied the criminal process, place Lady Macbeth on trial for inciting Macbeth to murder. (A, V, K) (Assessment using O, R instruments.)*
- *Students will, after reading Beowulf, compose modern-day cheers or nursery rhymes which include the characteristics of Old English:*

  Cole was a king;
  He was keen and merry.
  Mirthful he was
  With minstrels and in mead hall.
  He called for his pipe;
  He called for his bowl;
  His fiddlers were three and
  Fine was their trilling. (A, V, K) (Assessment using F, O, R instruments.)

6. **Explore cultural contributions to the history of the English language and its literature. (R, W, S, L, V)**

   a. Examine how historical and cultural events influence literary works and how literature affects society.

   b. Respond to literary texts to gain understanding of the human condition in particular cultures and during specific literary periods.

   c. Recognize that language is shaped by cultural, social, and geographical differences.

   d. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.

   e. Relate how vocabulary and spelling have changed over time.

Suggested Teaching Strategies:

- *Students will, after reading "A Modest Proposal," spontaneously react to the satire. They will research the 18th century from a political standpoint, making connections to the pieces, adopting from the persona of the mother of a young child in Ireland, an English landlord, or a person of their choice.*

Example: The mother may present her plight in the form of a dramatic monologue. (A, V, K) (Assessment using O, R instruments.)

- *Students will write names or riddles in runes.*
- *Students will, in small groups, research the "layers of invasion" on Britain. They will bring pictures, artifacts, and/or transcriptions of interviews from people who have been on English soil. (A, V, K) (Assessment using O, R instruments.)*
- *Students will bring a handful of soil from home and write to express their own "sense of place". (A, V, K) (Assessment using O, R instruments.)*

7. Discover the power and effect of language by reading and listening to selections from various literary genres. (R, W, S, L, V)

a. Increase awareness of and respond to the music of language through listening, reading, and speaking.

b. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that give a passage the intended effect.

c. Demonstrate how the use of language can invoke a range of emotions.

d. Analyze how grammatical structure or style helps to create an intended effect.

Suggested Teaching Strategies:

- *Students will listen to a tape of "Kubla Khan." In a double-lined response log entry, they will write on the left side the phrases that appeal to them. On the right side, they will write to what sense the phrase appeals. (A, V) (Assessment using O, R instruments.)*
- *After students sing ballads to the "tune" of "Amazing Grace," they will then compose an original ballad. (A) (Assessment using F, O, R instruments.)*

8. Read, discuss, analyze, and evaluate literature from various genres and other written material. (R, W, S, L, V)

a. Explore themes and issues in challenging literary works, both fiction and nonfiction.

b. Relate personal, contemporary, and cultural experiences to the texts.

c. Discuss how theme is developed and conveyed through literary conventions, forms, styles, and devices, such as tone, symbolism, characterization, point of view, plot, etc.

d. Read challenging works from a variety of genres to emulate style, tone, form, purpose, point of view, etc., of specific works.

Suggested Teaching Strategies:

- *Students will discuss universal truths in Oedipus Rex, Of Mice and Men, or other grade-appropriate novels. Based on individual backgrounds and cultural experiences, they will discuss one universal truth in their responses. (A, K) (Assessment using F, O instruments.)*
- *After reading Oedipus Rex or any other tragedy, students will write a contemporary or Greek tragedy which includes a tragic hero with a fatal flaw. They will include the unities. (A, K) (Assessment using F, O, R instruments.)*
- *Students will, after reading Macbeth's last soliloquy, write and edit an individual last soliloquy upon leaving high school. (A, K) (Assessment using O, R instruments.)*
- *Students will, after reading Macbeth, identify universal themes in Macbeth. (A, K) (Assessment using F instrument.)*
- *Students will create a poetry calendar for the new year when they return from Christmas vacation, using a different poetic form for each month of the year. The "Poetry Palette" can be bound with a binder. (A, V, K) (Assessment using R instrument.)*

9. **Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)**

a. Construct pieces of writing in which the author communicates with the audience in a consistently clear, concise manner.

b. Use consistently clear, concise oral language.

c. Use diction appropriate to the complexity of the content.

Suggested Teaching Strategies:

- *Students will present a style show for the student body. Students will model fashions that have been previously described in a personal descriptive piece of writing. The students' writings will focus on the following conventions of standard English: complete sentences, subject-verb agreement, plurals, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, and parallel structure. (A, V, K) (Assessment using F, O, R instruments.)*
- *Students will, after reading "My Name is Margaret" from Maya Angelou's I Know Why the Caged Bird Sings, write a coherent autobiographical essay. (A, K, V) (Assessment using F, R instruments.)*
- *Students will produce radio/television commercials on focused points of grammar. (A, K, V) (Assessment using R instrument.)Students will compose and publish punctuation raps. (A, K, V) (Assessment using R instrument.)*

- *Using sentences gleaned from pieces of writing by the teacher's former students, students will compose mature sentences which model modern syntax. (A, K, V) (Assessment using F, O, R instruments.)*
- *Using sentences from their own pieces of writing, students will reduce the number of words by changing clauses to phrases and phrases to words when appropriate. (A, K, V) (Assessment using F, O, R instruments.)*
- *Students will analyze their own grammatical/mechanical/usage mistakes in a reflective piece of writing. (A, K, V) (Assessment using F, O, R instruments.)*
- *Students will address the conventions of standard English on a daily basis through discussion, reading, listening, questioning, revision, etc. (A, K, V) (Assessment using F, O, R instruments.)*

10. Use language and critical thinking strategies to serve as tools for learning. (R, W, S, L, V)

a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.

b. Interpret visual material orally and in writing.

Suggested Teaching Strategies:

- *Students will choose a controversial issue about which they feel strongly. Through research, students will make a list of the opposing points of view of the issue. They will take a stand to support one side of the issue. (A, K) (Assessment using O, R instruments.)*
- *Students will write a 30-second radio commercial which encourages people to save money. They will then create the copy for the ad and publish. (A, K, V) (Assessment using O, R instruments.)*
- *Students will imagine that they are medieval men or women who have witnessed an episode presented in a literary selection. They will then write a letter to a friend or relative in which they tell what they have witnessed. (A, K, V) (Assessment using O, R instruments.)*

Integrated Suggested Teaching Strategies for Teaching The Canterbury Tales by Geoffrey Chaucer:

Competency 10 -

- *Students will write a journal or a response log entry. Suggested topics: If we were to have a medieval festival in the spring, what would we need to study in order to present a complete picture of the times? What do you already know about Chaucer and The Canterbury Tales?*

Competency 7 -

- *Students will listen to a recording (or teacher recitation) of the first eighteen lines of the Prologue to The Canterbury Tales.*

Competency 8 -

- *Students will examine the Middle English text to locate recognizable modern English words (small group activity).*

Competencies 2, 3, 4, 6, and 7 -

- *Students will conduct in-class mini-research on changes in the language and report findings on chart paper (small group activity).*

Competencies 3, 4, 5, 9, and 10 -

- *Students will, after reading the Prologue to The Canterbury Tales, seat the pilgrims at five tables at The Tabard Inn, using criteria other than professions for grouping. Write to defend choices (small group activity).*

Competencies 1, 2, 8, 9, 10 -

- *Students will create a modern pilgrim and complete data profile on him/her: pet peeve, last book read, favorite charity, reason for taking pilgrimage, favorite restaurant, etc. Write and publish a parody of Chaucer's description using his verse form.*

Competencies 2, 3, 4, 5, 6, 9, and 10 -

- *Students will make mini-research presentations on the biographical and societal influences on Chaucer's writing. Suggested formats: panel discussion, video, skit, news report (small group activity).*

Competencies 1, 6, 8, 9, and 10 -

- *Students will write, revise, and edit a formal essay in which they discuss Chaucer's view of his society, drawing purely on the literary text of The Canterbury Tales as their source.*

ACCELERATED ENGLISH (Grades 9-12)

COURSE DESCRIPTION

One-year course

Those wishing to offer Accelerated English in any of the grades 9-12 should follow the curriculum for the grade level as described in this Framework. The main distinguishing feature between, for example, Accelerated Ninth Grade English and Ninth Grade English is that the accelerated course will require much more literature to be read with an emphasis on breadth and depth, and writing to be produced with more complexity and sophistication. Students will be expected to perform at an even more demanding level because of the accelerated nature of the course. Thoughtful discussion and critical analysis should accompany the reading and writing. Students should develop a sharpened sensitivity to vocabulary, syntax, and prose style–all of which complement their knowledge of literature and the power of expression.

ADVANCED PLACEMENT: ENGLISH LANGUAGE AND COMPOSITION

COURSE DESCRIPTION

One-year course

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit. To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school. If further assistance or an order form for the teacher's guide and other helpful materials is needed, contact The College Board Office, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639, (404) 636-9465, ext. 211 or 212.

The Teacher's Guide for English Language and Composition, published by The College Board, describes the course in this way:

"An Advanced Placement English course in Language and Composition is primarily a course in both effective writing and critical reading. The writing skills that students come to appreciate through attentive and continued analysis of a variety of prose texts can serve them in their own writing as they become increasingly aware of these skills and their pertinent uses.

"An AP Language and Composition course should, therefore, emphasize study of a variety of texts and a variety of writing tasks. Students also should acquire some knowledge of the evolution of English prose style since the Middle Ages. Ideally, they should develop an awareness of the expressive potential of language along with an ability to utilize some degree of that potential.

"No matter how the AP Language and Composition course is organized or what subject matter is chosen, the course should include both reading and writing. In their writing, students will address topics and share ideas. They will learn how to gather information, develop a discourse, organize details, and, based on their specific audience, control the language in which the whole is realized. As readers, they will learn to recognize the language patterns that authors have created and to describe their responses to these patterns."

ADVANCED PLACEMENT: ENGLISH LITERATURE AND COMPOSITION

COURSE DESCRIPTION

One-year course

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit. To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school. If further assistance or an order form for the teacher's guide and other helpful materials is needed, contact The College Board Office, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639, (404) 636-9465, ext. 211 or 212.

The Advanced Placement Course Description: English (1996-1997), published by The College Board, describes the AP English Literature and Composition course in this way:

"An Advanced Placement English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

"The course should include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The works chosen should invite and gratify rereading, and not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

"Reading in an AP course should be both wide and deep. Students should read works from several genres and periods - from the sixteenth to the twentieth century - but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

"Most of the works studied in the course should have been written originally in English, including works by African, Australian, Canadian, Indian, and West Indian authors. Some works in translation may also be included (e.g., Greek tragedies, Russian novels). The actual choice of works is the responsibility of the AP teacher, who should consider previous courses in the school's curriculum. In addition, the AP teacher should insure that by the end of the course students will have studied works by both British and American writers, as well as works written from the sixteenth century to contemporary times.

"Writing should be an integral part of the AP English Literature and Composition course, for the AP Examination is weighted toward student writing about literature. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written.

"The writing required in AP English Literature and Composition course is thus more than a mere adjunct to the study of literature. The writing that students produce in the course reinforces their reading. Since reading and writing stimulate and support one another, they should be taught together in order to underscore both their common and their distinctive elements."

AFRICAN-AMERICAN LITERATURE
COURSE DESCRIPTION
One-semester elective

The African-American Literature course is a survey course which draws upon a compilation of genres, themes, styles, and language used by various writers of African-American descent. The student will recognize and appreciate contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric) (T - Teacher Observation)

1. **Recognize that early African-American literature began with the oral tradition of black slaves and evolved into written form before the Civil War and read selected oral literature and contributions of writers, such as Lucy Terry, Benjamin Banneker, Phillis Wheatley, Jupiter Hammon, Williams Wells Brown, Frederick Douglass, and Sojourner Truth. (R, W, S, L, V)**

   a. Analyze the evolution of African-American literature from its oral beginnings of folk tales and spirituals to its written forms of poetry, slave narratives, and biographies.

   Suggested Teaching Strategies:
   - *Students will create a poster to persuade people in the 1800's to take a stand against slavery. (This idea could be used later to take a stand against any injustice that is outstanding in any period.) (A, K) (Assessment using T instrument.)*

   b. Read aloud and listen to selected oral works to recognize language patterns and rhetorical devices.

   c. Analyze and identify stylistic devices such as dialect, call-and-response, refrain, repetition, and alliterative word-play through reading and listening to oral works in which the devices are used to create an effect.

   Suggested Teaching Strategies (b and c):
   - *Obtain a copy of the recording "Home-spun Tales from America's Favorite Storytellers" to play so that students can hear the dialect of oral stories. (A, K) (Assessment using T instrument.)*

d. Read, discuss, and listen to selected works of early African-American writers and identify basic subjects and purposes.

Suggested Teaching Strategies (a, b, c, and d):

- *Students brainstorm a list of sayings which they have heard from their elders while the teacher lists them on the board. As they brainstorm, they explain what the sayings mean to them or the circumstances or contexts in which they were used. (A, V, K) (Assessment using T instrument.)*
- *After reading, each student chooses three (3) sayings from the class list for which he/she feels a personal connection. From their individual selections, the students narrow the selection to one to write an original tale which illustrates the saying. (V, K) (Assessment using R instrument.)*
- *After the class has completed a writing process with their tales, hold a storytelling session with the entire class as participants. Allow time for the students to practice their presentations. (A, V, K) (Assessment using R instrument.)*

Suggested Assessment Methods:

- *The teacher and the students will create rubrics for assessment. (R)*

2. Read selected historical and literary contributions of Post-Civil War African-American writers, such as Booker T. Washington, Frances E. W. Harper, Charles W. Chestnutt, Ida B. Wells, Paul Laurence Dunbar, and W.E.B. DuBois and identify the purposes for which they wrote. (R, W, V, L, S)

a. Read and discuss a selected variety of works that relates to the historical framework of 1865-1910.

Selected Teaching Strategies:

- *Using "The Creation" by James Weldon Johnson or other suitable poems such as "Harriet Tubman" by Margaret Walker, arrange the stanzas into a choral reading format and let the students read the selection(s). (A, V, K) (Assessment using T instrument.)*

b. Analyze selected works to identify character, setting, plot, conflict, and writing styles of the authors of the Post-Civil War Period.

Suggested Teaching Strategies:

- *Listen to several blues recordings sung by B.B. King. Compare and contrast the language usage (enunciation, pronunciation, subject/verb agreement, etc.) of the singer to that of the language used in some of the works of Paul Laurence Dunbar. (A, K) (Assessment using T instrument.)*

c. Identify the themes presented in or problems of the time presented by the works.

Suggested Teaching Strategies:

- *Students create a timeline of societal events that might have influenced an author's work. (V, K) (Assessment using R instrument.)*

Suggest Assessment Methods:

- *The teacher and the students will create rubrics for assessment. (R)*

3. **Read selected works from a variety of genres from the Harlem Renaissance writers, such as Claude McKay, Jean Toomer, Langston Hughes, Countee Cullen, and James Weldon Johnson, and relate their works to the time in which they lived and wrote. (R, W, S, L, V)**

a. Read a selected variety of works and relate theme to the societal influences on and the geographical locations of the authors.

b. Analyze selected works to identify character, setting, conflict, plot, and writing styles of the authors.

Suggested Teaching Strategies:

- *Students imitate the structure of several model sentences taken from some of their favorite authors' works. They use one of their sentences to start a paragraph that could be part of a story that they might write.*

c. Identify common themes presented in or problems examined by the Harlem Renaissance writers.

Suggested Teaching Strategies:

- *After identifying and isolating a problem examined by a selected work, students draw a cartoon that shows the injustice and how people might put an end to it. (V, K) (Assessment using R instrument.)*
- *In a single cartoon frame, students satirize society's long-standing acceptance of a problem. (V, K) (Assessment using R instrument.)*

d. Give oral and/or visual presentations to reflect understanding and knowledge of the authors' lives and works studied.

Suggested Teaching Strategies:

- *Students create a timeline of societal events to coincide with the themes and ideas of the authors' works. (V, K) (Assessment using R instrument.)*

Suggested Assessment Methods:

- *Teacher-created rubric. (R)*

4. **Read selected works of African-American writers from the time period of 1930-1950 and recognize the new direction of the writings, such as those by Zora Neale Hurston, Arna Bontemps, Richard Wright, Robert Hayden, Gwendolyn Brooks, Margaret Walker, and Sterling A. Brown. (R, W, S, L, V)**

   a. Read and analyze a selected variety of works to identify the subject variations in the works of the Harlem Renaissance writers.

   Suggested Teaching Strategies:

   - *Students create a Venn Diagram to show the commonalities and the differences in the themes, subject matter, and types of writing of the writers of this period. (A, V, K) (Assessment using R instrument.)*

   b. Give oral and/or visual presentations to reflect understanding and knowledge of the authors' lives and the works studied.

   Suggested Teaching Strategies:

   - *In small groups, students thoroughly research the life of one of the authors of the Harlem Renaissance period. After gathering and recording the author's background, one member of the group role-plays the writer and is interviewed before the class by another or other members of the group. This presentation may be as elaborate or as simple as the students wish to make it. (A, V, K) (Assessment using R instrument.)*

   c. Relate selected literary works to the issues of the time in which they were written.

   d. Analyze how the works' characters, plot, setting, and conflict contribute to the meaning.

5. **Read a selected variety of works and recognize the universality of themes and subject matter in the works of modern and contemporary writers, such as Maya Angelou, James Baldwin, Lerone Bennett, Jr., Lucille Clifton, Eugenia Collier, Bill Cosby, Sarah and Elizabeth Delaney, Rita Dove, Ralph Ellison, Rudolph Fisher, Ernest Gaines, Nikki Giovanni, Alex Haley, Lorraine Hansberry, William Melvin Kelley, Martin Luther King, Jr., Paule Marshall, Toni Morrison, Gordon Parks, Clifton Taulbert, Alice Walker, August Wilson, and Al Young. (R, W, S, L, V)**

   a. Read, discuss, and/or view selected works from a variety of genres.

   Suggested Teaching Strategies:

   - *After viewing Gaines' "A Gathering of Old Men," let students re-read McKay's poem "If We Must Die" and compare the idea presented in it to Gaines' work in a written essay. (V, K) (Assessment using R instrument.)*

b. Identify themes in modern and contemporary African-American literature and relate to works of writers of other ethnic groups.

c. Analyze how the works' characters, plot, setting, and conflict contribute to the meaning.

Suggested Teaching Strategies:

- *Provide students with a generous selection of pictures and copies of paintings from photographers and artists of various ethnic backgrounds and which depict mankind involved in a variety of life situations. Students make a jot list of as many African-American writers and those of other ethnicity whose works contain the same theme or subject as those in the art work. (V, K) (Assessment using O instrument.)*

6. **Collaborate with peers or work individually to recognize the existence and worth of the distinctive body of African-American literature by completing projects and presentations which employ the use of various media types and technology in the research of information. (R, W, S, L, V)**

a. Research, synthesize, and organize information into a written analysis, evaluation, summary, etc., of literary works; of their plots, settings, characterizations, and themes; or of authors' lives.

Suggested Teaching Strategies:

- *Students work in groups of three (3) to four (4) to research an author yet to be studied and assigned by the teacher. (A, V, K) (Assessment using F instrument.)*

b. Give oral and/or visual presentations to reflect understanding and knowledge of authors' lives and of works studied.

Suggested Teaching Strategies:

- *After the research is completed, the group prepares to make a presentation of its information to the entire class. Presentation may be in any form which the group desires (with teacher approval). (A, V, K) (Assessment using R instrument.)*
- *Students choose several African-American selections that use the strong African-American female as the family matriarch. They select pictures from magazines, newspapers, family photos, etc., that depict this theme. After selecting the pictures, they make a collage by attaching the pictures to a poster or by making a mobile. (V, K) (Assessment using R instrument.)*

Suggested Assessment Methods:

- *The teacher and the students will create rubrics for assessment. (R)*

c. Compare works, addressing plot, conflict, characterization, settings, theme, and author's style.

d. Analyze the literary influences on the works and their influence on subsequent works.

7. Think critically to relate literature to personal experience. (R, W, S, L, V)

a. Compare themes and subjects of literary works to events of the times in which they were written.

Suggested Teaching Strategies:

- *Students will tape one interview with an older person to gather local history of a time period studied. They will then make a transcript of the interview. (A, V, K) (Assessment using R instrument.)*

b. Interpret written and visual material orally and in writing.

Suggested Teaching Strategies:

- *The students will work in small groups to compare transcripts and to arrange the information into one history. (A, V, K) (Assessment using R instrument.)*
- *Each student will move into another group and share his/her group's work with another group. As each person shares, the listeners make any notes they feel are important. (A, V, K) (Assessment using T instrument.)*
- *The entire class will complete a local history using their interview information. The history can be bound and placed in the school library. (A, V, K) (Assessment using R instrument.)*
- *Students collaborate with several classmates to produce a biographical Picture Book for Young Readers. Group members choose an excerpt from the life of an author whom they have studied, simplify the language, and illustrate important scenes. The students' work is bound and the students share the books with younger readers. (V, K) (Assessment using R instrument.)*

Suggested Assessment Methods:

- *Rubrics will be created by the teacher and the students for all writing assignments. (R)*

POSSIBLE AFRICAN-AMERICAN LITERATURE COURSE OUTLINES

Chronological:

- I. Before 1746
  - A. Animal tales
    - 1. Fables
    - 2. Trickster
  - B. Supernatural/Ghost tales
  - C. Freedom tales
  - D. Riddle tales
  - E. Humorous tales and anecdotes
  - F. Spirituals
- II. 1746-1760
  - A. Lucy Terry
  - B. Benjamin Banneker
- III. 1760-1830
  - A. Phillis Wheatley
  - B. Jupiter Hammon
- IV. 1830-1865
  - A. William Wells Brown
  - B. Frederick Douglass
  - C. Sojourner Truth
- V. 1865-1910
  - A. Booker T. Washington
  - B. Frances E. W. (Ellen Watkins) Harper
  - C. Charles W. Chestnutt
  - D. Ida B. Wells
  - E. Paul Laurence Dunbar
  - F. W.E.B. (William Edward Burghardt) DuBois
- VI. 1910-1930
  - A. Claude McKay
  - B. Jean Toomer
  - C. Langston Hughes
  - D. Countee Cullen
  - E. James Weldon Johnson
- VII. 1930-1950
  - A. Zora Neale Hurston
  - B. Arna Bontemps
  - C. Richard Wright
  - D. Robert Hayden
  - E. Gwendolyn Brooks
  - F. Margaret Walker
  - G. Sterling A. Brown
- VIII. 1950-1965
  - A. Ralph Ellison
  - B. James Baldwin
  - C. Lerone Bennett, Jr.
- IX. 1965-Present
  - A. Maya Angelou
  - B. James Baldwin
  - C. Lucille Clifton
  - D. Eugenia Collier
  - E. Bill Cosby
  - F. Sarah L. and A. Elizabeth Delaney
  - G. Rita Dove
  - H. Ralph Ellison
  - I. Rudolph Fisher
  - J. Ernest J. Gaines
  - K. Nikki Giovanni
  - L. Lorraine Hansberry
  - M. William Melvin Kelley
  - N. Martin Luther King, Jr.
  - O. Paule Marshall
  - P. Toni Morrison
  - Q. Gordon Parks
  - R. Clifton Taulbert
  - S. Alice Walker
  - T. August Wilson
  - U. Al Young
  - V. Alex Haley

The authors listed have selections appropriate for classroom use. See the list of "Some African-American Writers and Literature" for some suggested works.

Some authors overlap time periods, but placement in the outline is based upon their first known date of publication. Those authors are not repeated in the outline.

Types:

- I. Oral tradition
  - A. Animal tales
  - B. Folk tales
  - C. Spirituals
  - D. Freedom tales
  - E. Sermons
  - F. Rhymes, riddles, raps
- II. Slave narratives
- III. Early poets
- IV. Biography/autobiography

V. Harlem Renaissance
VI. Protest literature
VII. Contemporary literature

Genre:

A. Oral tradition
B. Poetry
C. Short story
D. Novel
E. Drama
F. Essay/Nonfiction
G. Critical analysis

Thematic Units:

A. History/"In the Beginning"
B. Struggle/"We Shall Overcome"
C. Protest/Social Consciousness
D. Heroism
E. Heritage/Ancestry/Lineage
F. Family/"The Ties That Bind"
G. Contemporary Literature
H. Rhyme, Rhythm, and Rap
I. Childhood/"Memories"

Some African-American Writers and Literature

Teachers are encouraged to read the works to determine appropriateness for class instruction. This list is by no means all-inclusive, nor is the teacher expected to attempt to teach each and every work listed. They are listed as representative of the writers' contributions and writing styles. Additions and/or deletions should be at the discretion of the teachers and/or for reasons of availability of the works.

Oral Tradition:

"African-American History Rap" - Sharon Jordan Holley (contemporary)
"Anansi Tries to Steal All the Wisdom in the World"
"Ballad of the Hoppy-Toad" - Margaret Walker
"The Boogah Man" - Paul Laurence Dunbar
"Br'er Rabbit and the Briar Patch"
"The Goophered Vine" - Charles W. Chestnutt
"How the Snake Got His Rattles"
"Jack and de Devil" - Zora Neale Hurston
"John Henry" - Leadbelly (Huddie Leadbelly)
"King of de World" - Zora Neale Hurston
"The Party" - Paul Laurence Dunbar
"Po' Sandy" - Charles W. Chestnutt
"Tappin, The Land Turtle" - Virginia Hamilton
"Taily Po" - Louise Armstrong
"The Tale of the Boll Weevil" - Leadbelly (Huddie Ledbetter)

"Weekend Glory" - Maya Angelou
"Why Anansi Has a Narrow Waist"

Some Oral Literature Sources:

Abrahams, Roger. Afro-American Folktales: Stories From Black Traditions in the New World. 1985.
Courlander, Harold. A Treasury of Afro-American Folklore. 1976.
Goss, Linda and Marian E. Barnes, eds. Talk That Talk: An Anthology of African-American Storytelling. 1989.
Hamilton, Virginia. The People Could Fly: American Black Folktales. 1985.
Hughes, Langston and Arna Bontemps. The Book of Negro Folklore. 1958.
Hurston, Zora Neal. Mules and Men. 1935 (reprinted 1990).
Randall, Dudley. The Black Poets. 1971.
Young, Richard and Judy Dockery Young. African-American Folktales for Young Readers. 1993.

Some African-American Writers and Their Works:

(CODE: O - Oral; N - Novel; SS - Short Story; P - Poetry; D - Drama; NF - Non-fiction; A - Autobiography; B - Biography; L - Letter; GF - General Fiction; C - Collection; SP - Speech)

Angelou, Maya
    "On the Pulse of Morning" (P)
    "And Still I Rise" (P)
    I Know Why the Caged Bird Sings (B)
    Gather Together in My Name (B)
Baldwin, James
    "Sonny's Blues" (SS)
    The Amen Corner (N)
    If Beale Street Could Talk (N)
    "Nobody Knows My Name" (E)
Banneker, Benjamin
    "Letter to the Secretary of State" (L)
    "A Plan of Peace-Officer for the United States" (L)
Bennett, Lerone, Jr.
    What Manner of Man: A Biography of Martin Luther King, Jr. (B)
    Before the Mayflower: A History of the Negro in America, 1619-1964 (NF)
    "Blues and Bitterness" (P)
    "The Convert" (SS)
Bontemps, Arna
    "A Summer Tragedy" (SS)
    "A Black Man Talks of Reaping" (P)

- Brooks, Gwendolyn
  - The World of Gwendolyn Brooks (PC)
  - "We Real Cool" (P)
  - "My Little 'Bout Town Girl" (P)
  - "The Explorer" (P)
- Brown, Sterling A.
  - The Collected Works of Sterling A. Brown (P, C)
  - "Strong Men" (P)
  - "Old Lem" (P)
  - "Remembering Nat Turner" (P)
- Brown, William Wells
  - Clotel; or The President's Daughter (N)
- Chestnutt, Charles W.
  - The Conjure Woman (SS, C)
- Clifton, Lucille
  - "Miss Rosie" (P)
  - Generations (P, C)
  - An Ordinary Woman (P, C)
- Collier, Eugenia
  - "Marigolds"
- Cosby, Bill
  - Fatherhood (F)
- Cullen, Countee
  - "Any Human to Another" (P)
  - "Incident" (P)
  - "Heritage" (P)
  - "Red" (P)
- Delany, Sarah L. and A. Elizabeth
  - Having Our Say (A)
- Dove, Rita
  - Thomas and Beulah (P, C)
  - Fifth Sunday (SS, C)
- Douglass, Frederick
  - The Life and Times of Frederick Douglass (A)
- DuBois, W.E.B.
  - The Soul of Black Folks: Essays and Sketches (NF)
- Dunbar, Paul Laurence
  - Complete Poems of Paul Laurence Dunbar (P, C)
  - "We Wear the Mask" (P)
- Ellison, Ralph
  - Invisible Man (N)
  - "Mr. Toussan" (SS)
- Fisher, Rudolph
  - "Miss Cynthie" (SS)

- Gaines, Ernest J.
    - The Autobiography of Miss Jane Pittman (N)
    - A Gathering of Old Men (N)
    - "The Sky Is Gray" (SS)
- Giovanni, Nikki
    - "Nikki Rosa" (P)
    - "The World Is Not A Pleasant Place To Be" (NF)
    - The Women and the Men (P, C)
- Haley, Alex
    - "My Furthest-Back Person - 'The African'" (SS)
- Hamilton, Virginia
    - The People Could Fly (O)
    - Sweet Whispers, Brother Rush (N)
- Hammon, Jupiter
    - "An Evening Thought..." (NF)
- Hansberry, Lorraine
    - A Raisin in the Sun (D)
    - To Be Young, Gifted, and Black (A)
- Hayden, Robert
    - "Runagate Runagate" (P)
    - "The Whipping" (P)
    - "Middle Passage" (P)
- Harper, Frances E. W.
    - "Learning to Read" (P)
    - "The Slave Auction" (P)
- Hughes, Langston
    - The Dream Keeper and Other Poems (P, C)
    - Tales of Simple (SS, C) (Four collections)
    - "Thank You, M'am" (SS)
    - "Theme for English B" (P)
    - "Mother to Son" (P)
    - "The Negro Mother" (P)
    - "Harlem" (P)
    - "Dream Variations" (P)
    - "Montage of a Dream Deferred" (P)
    - "The Negro Speaks of Rivers" (P)
    - "Merry-Go-Round" (P)
    - "Song for a Dark Girl" (P)
    - "Let America Be America Again" (P)
    - "Democracy" (P)
    - "I, Too, Sing America" (P)
    - "Still Here" (P)
    - "Cross" (P)
    - "Motto" (P)

- Hurston, Zora Neale
  - Mules and Men (O, C)
  - Their Eyes Were Watching God (N)
  - Dust Tracks on a Road (A)
- Johnson, James Weldon
  - The Autobiography of an Ex-Coloured Man (A)
  - God's Trombones: Seven Negro Sermons in Verse (O, C)
  - "The Creation" (O, P)
  - "Aunt Sue's Stories" (P)
  - "Lift Every Voice and Sing" (Song)
- Kelley, William Melvin
  - A Different Drummer (N)
  - Dancers on the Shore (SS, C)
  - "Homesick Blues" (SS)
  - "A Visit to Grandmother" (SS)
- Knight, Etheridge
  - "The Idea of Ancestry" (P)
  - "A Poem for Myself (or Blues for a Mississippi Black Boy)" (P)
- King, Martin Luther, Jr.
  - Stride Toward Freedom (NF)
  - Why We Can't Wait (NF)
  - "I Have a Dream" (SP)
  - "Letter From Birmingham City Jail" (L)
- McKay, Claude
  - "The Tropics in New York" (P)
  - "If We Must Die" (P)
  - "The Lynching" (P)
  - "America" (P)
  - "The White House" (P)
- Marshall, Paule
  - Brown Girl, Brownstones (N)
  - "To Da-duh, in Memoriam" (SS)
- Morrison, Toni
  - The Bluest Eyes (N)
- Parks, Gordon
  - The Learning Tree (N)
- Plumpp, Sterling
  - "Clinton" (P)
  - "I Hear the Shuffle of the People's Feet" (P)
- Randall, Dudley
  - "Booker T. and W.E.B." (P)
- Taulbert, Clifton L.
  - Once Upon A Time When We Were Colored (A)
  - The Last Train North (A)

- Taylor, Mildred
  - Roll of Thunder, Hear My Cry (N)
- Terry, Lucy
  - "Bars Flight" (P)
- Toomer, Jean
  - "Storm Ending" (P)
  - Cane (N)
- Truth, Sojourner
  - "Ain't I A Woman?" (SP)
- Walker, Alice
  - "Everyday Use" (ss)
  - Excerpts from In Search of One Mothers' Gardens (C)
- Walker, Margaret
  - Jubilee (N)
  - "For My People" (P)
  - "Lineage" (P)
  - "Harriet Tubman" (P)
  - "We Have Been Believers" (P)
- Washington, Booker T.
  - Up From Slavery (B)
- Wells, Ida B.
  - Crusade for Justice: The Autobiography of Ida B. Wells (A)
- Wheatley, Phillis
  - Poems on Various Subjects (P, C)
- Wilson, August
  - The Piano Lesson (D)
  - Fences (D)
- Wright, Richard
  - from Black Boy (A)
  - from Native Son (N)
  - "Almos' A Man" (SS)
  - "Fishbelly's Discovery" (SS)
  - "Between the World and Me" (P)
- Young, Al
  - "Teaching" (P)
  - "A Little More Traveling Music" (P)

THE AMERICAN NOVEL
COURSE DESCRIPTION
One-semester elective

The American Novel course is an examination of literary works that have contributed significantly to the culture and literary heritage of the United States. In this course, students will read a variety of influential works representing the late 1700's to the present to gain a sense of the evolution and current direction of the American novel. The course allows students to analyze, evaluate, and interpret literature by considering such influences as other literature, economics, politics, and aspects of culture including the arts and entertainment.

The course may be organized thematically or chronologically. Excerpts or entire novels may be read to show the scope and variety of the American novel, but it is recommended that at least three entire novels be read during this course although more are strongly encouraged.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Gain an awareness of the origins and evolution of the American novel.**

    a. Define the distinguishing characteristics of the novel and how it differs from other genres.

    b. Identify pre-18th century European and British precursors.

    c. Identify various movements associated with novels: romanticism, transcendentalism, realism, naturalism, etc.

    d. Identify variations of the novel: the novella, the Gothic novel, local color, regionalism, etc.

2. **Read selections (entire novels or excerpts) representing the novel of 1780-1865 (for example, novels by James Fenimore Cooper, Herman Melville, Nathaniel Hawthorne, Louisa May Alcott, etc.).**

    a. Analyze characteristics of novels of this period exemplified in selections studied.

    b. Identify other authors of this period.

c. Identify influences on the novel studied and its influence on subsequent works, including contributions such as characterization, plot development, literary style, point of view, etc.

d. Analyze the relationship of the work to the society, values, and historical time represented.

Suggested Teaching Strategies:

- *Students will demonstrate their understanding of Silko's Ceremony and Cooper's Last of the Mohicans by creating a newspaper, monologue or play, illustration, song, pantomime, or dance by comparing the two novels. They might compare geography, authors' lives, historical and political times, human rights positions, and religious and cultural influences.*

3. Read selections (entire novels or excerpts) representing the novel of 1865-1914 (for example, novels by Mark Twain, Stephan Crane, etc.).

a. Analyze characteristics of novels of this period exemplified in selections studied.

b. Identify other authors of this period.

c. Identify influences on the novel studied and its influence on subsequent works, including contributions such as characterization, plot development, literary style, point of view, etc.

d. Analyze the relationship of the work to the society, values, and historical time represented.

4. Read selections (entire novels or excerpts) representing the novel of 1914-1960 (for example, novels by Willa Cather, Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, John Steinbeck, Eudora Welty, Carson McCullers, etc.).

a. Analyze characteristics of novels of this period exemplified in selections studied.

b. Identify other authors of this period.

c. Identify influences on the novel studied and its influence on subsequent works, including contributions such as characterization, plot development, literary style, point of view, etc.

d. Analyze the relationship of the work to the society, values, and historical time represented.

5. **Read selections (entire novels or excerpts) representing the novel of 1960 to the present.**

   a. Analyze characteristics of novels of this period exemplified in selections studied.

   b. Identify other authors of this period.

   c. Identify influences on the novel studied and its influence on subsequent works, including contributions such as characterization, plot development, literary style, point of view, etc.

   d. Analyze the relationship of the work to the society, values, and historical time represented.

   Suggested Teaching Strategies:
   - *Each week students will discuss the New York Times bestseller list. They will also research these lists from other years to discover which books have had lasting appeal and which have had interest or entertainment value for only a short time.*

6. **Analyze how literary elements create a certain effect in the novels studied.**

   a. Analyze elements such as (but not limited to) character, setting, conflict, climax, plot, theme, and point of view, recognizing their importance as major elements of novels.

   Suggested Teaching Strategies:
   - *Using the persona of Henry in Red Badge of Courage, students will write a dramatic monologue showing the character's view of war either after the first battle or at the end of the war.*
   - *Working in a group situation, analyze and interpret various themes within a novel. (Assessment using O instrument.)*

   b. Analyze the literary techniques of the author, including the author's method of narration, use of diction, sentence structure, etc.

   Suggested Teaching Strategies:
   - *Using Hemingway's For Whom the Bell Tolls, parody the writer's syntax and structure, awarding a prize to the student writer who remains truest to Hemingway's style. (Assessment using O instrument.)*

   c. Identify elements of structural uniqueness, such as episodic technique, frame tale, multiple points of view, multiple narrators, stream of consciousness, etc.

Some Authors and Works to Consider (Not a Comprehensive List)
These works are neither required nor endorsed. They are included for teachers' consideration to stimulate their thinking and choices.

1780-1865

William Hill Brown, The Power of Sympathy (first American novel)
Charles Brockden Brown, Wieland
James Fenimore Cooper, The Last of the Mohicans, The Deerslayer, The Spy
Herman Melville, Moby Dick, Billy Budd
Richard Henry Dana, Two Years Before the Mast
Louisa May Alcott, Little Women
Nathaniel Hawthorne, The House of Seven Gables, The Scarlet Letter
Harriet Beecher Stowe, Uncle Tom's Cabin

1865-1914

Mark Twain (Samuel Langhorne Clemens), The Adventures of Tom Sawyer, The Adventures of Huckleberry Finn, The Prince and the Pauper, A Connecticut Yankee in King Arthur's Court
Kate Chopin, The Awakening
Grace Elizabeth King, Jean Baptiste Le Moyne, Sieur de Bienville, De Soto and His Men in the Land of Florida
Henry James, The Portrait of a Lady, The Ambassadors
Stephen Crane, The Red Badge of Courage
Lew Wallace, Ben Hur

1914-1960

Sinclair Lewis, Main Street, Babbitt, Elmer Gantry
Willa Cather, Death Comes for the Archbishop, O Pioneers!
Edith Wharton, Ethan Frome, The Age of Innocence
F. Scott Fitzgerald, The Great Gatsby
Ernest Hemingway, The Old Man and the Sea
William Faulkner, The Unvanquished, Intruder in the Dust, The Sound and the Fury
John Steinbeck, The Grapes of Wrath
Richard Wright, Native Son
Conrad Richter, Light in the Forest
Pearl Buck, The Good Earth
Eudora Welty, The Ponder Heart, Delta Wedding
Robert Penn Warren, All the King's Men
Carson McCullers, The Heart Is A Lonely Hunter, Member of the Wedding
Harper Lee, To Kill a Mockingbird
Truman Capote, Breakfast at Tiffany's
Joseph Heller, Catch-22
Ralph Ellison, Invisible Man
John Knowles, A Separate Peace

1960-present

Walker Percy, The Moviegoer
Richard Ford, Independence Day, A Piece of My Heart
Ellen Gilchrist, Victory over Japan
Ellen Douglas (Josephine Haxton), The Rock Cried Out
Sandra Cisneros, House on Mango Street
Amy Tan, The Joy Luck Club, The Kitchen God's Wife
Scott Momaday, House Made of Dawn
Leslie Silko, Ceremony
Ken Kesey, One Flew over the Cuckoo's Nest
John Kennedy Toole, A Confederacy of Dunces
Kurt Vonnegut, Jr., Cat's Cradle
Reynolds Price, Kate Vaiden
Anne Tyler, The Accidental Tourist, Breathing Lessons
E.L. Doctorow, Ragtime
E. Annie Proulx
Tom Wolfe
Alice Walker, The Color Purple
Toni Morrison
Kaye Gibbons, Ellen Foster, A Virtuous Woman, Sights Unseen
Clyde Edgerton, Raney, Walking Across Egypt
Larry Brown, Dirty Work, Joe
Vicki Covington, Gathering Home, Bird of Paradise
Cormac McCarthy, All the Pretty Horses
Ernest Gaines, A Gathering of Old Men

CREATIVE WRITING
COURSE DESCRIPTION
One-semester elective

The Creative Writing course will provide the student practices in the processes of composing poems, personal descriptive and narrative essays, and short fiction. If time allows, the writing of drama may be pursued. The course affords an opportunity for self-expression, promotes critical thinking, expands the imagination, and develops the use of figurative and literal language. The student will pursue an independent project in creative writing. The student will become a critical reader and editor of his/her own work and of the work of his/her classmates. The student will be encouraged to submit works for publication.

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Write poems, personal descriptive and narrative essays, and short fiction.**

    a. Determine audience.

    b. Write from prompts given by the teacher or generated individually by the student.

    c. Create specific sensory images to achieve concreteness.

    Suggested Teaching Strategies:

    - *Students will make a list of all the places darkness "hides" during daylight (e.g., in pockets, sockets, caves, inside shoes, on the ocean floor, between the stars). Students will then choose the words in the list that are the most imagistic (and take into consideration the words which appeal to several senses) and order the words into a "list poem." They may choose to begin their lists with directional words such as "out of" or "inside." (Assessment using R instrument.)*
    - *Students will open a grocery bag which contains four or five objects (such as a pair of eyeglasses, a church bulletin, a postage stamp, a computer disk, a calendar), and write a short story (600 words or less) in which those objects become part of the scene or plot. (Assessment using R instrument.)*

    d. Use effective figurative and literal language.

e. Establish an appropriate persona (for poetry) or point of view (for essays and short fiction).

f. Create the elements of scene (for descriptive and narrative essays and for short fiction).

Suggested Teaching Strategies:

- *Students will identify essential "elements of scene" for writing short stories (such as "deciding character" with a governing characteristic, point of view, conflict, purpose, light, the five senses, dialogue, etc.) and create a scene which "shows" a doctor's office, a restaurant dining room, a school library, etc. This scene can be kept in a journal and used later for developing a complete story. (Assessment using R instrument.)*

g. Achieve a tightness of construction.

h. Produce a portfolio of student's own writing.

2. Critique, revise, and edit own work.

a. Generate ideas and first drafts and take selected pieces to a stage of completion through revising, editing, and proofreading.

Suggested Teaching Strategies:

- *Students will edit their own and other students' poems for concreteness and tightness of construction with a checklist which includes the following criteria: (a) the use of images that appeal to many senses; (b) the absence of abstract words; (c) the absence of "labels" and other empty adjectives; (d) the absence of "telling" adverbs; (e) the use of active verbs which "show" rather than the use of linking verbs which "tell," etc. (Assessment using R instrument.)*

b. Read works to others, to note the effect of the words on others and to discover wording needing clarification.

c. Reflect on work produced over a given period, noting favorite pieces, most challenging pieces, the range of work tried, etc.

d. Write an analysis of the student's personal, idiosyncratic writing process and an analysis of growth as a writer.

3. Critique, revise, and edit the work of classmates.

a. Develop a sense of effective writing in terms of rhythm, style, word choice, organization, humor, metaphor, etc.

b. Note strengths of other students.

c. Listen to or read other students' works attentively in order to make positive suggestions or to find areas needing further clarification.

4. **Create an independent writing project such as (but not limited to) a collection of poetry, a collection of short stories, a novella, a play, a children's book, an autobiography, etc.**

a. Examine examples of the work that others have undertaken.

b. Share the completed work with others.

Suggested Teaching Strategies:

- *Students will create children's books (individually or in groups) by: (a) meeting with a local elementary school kindergarten class and eliciting the individual interests of the children; (b) deciding on appropriate types of books and topics for each child; (c) writing the children's books; (d) providing illustrations for the books; (e) binding the books in a durable and attractive way; and (f) reading the books aloud to the children. (Assessment using R instrument.)*

5. **Learn avenues for publication of creative works.**

Suggested Teaching Strategies:

- *Students will record personal descriptive or narrative essays on cassette tapes and dub brief introductions for each reader and essay. Tapes will be distributed to local radio stations for broadcast (use Public Radio's Bailey White's essays as broadcast models). (Assessment using R instrument.)*
- *When access to NETSCAPE is available, students will "publish" creative writing pieces on a World Wide Web homepage constructed for the creative writing class and interact with readers-as-critics across the nation and world. (Assessment using R instrument.)*

Some Resource Books: Writers on Writing (Not a Comprehensive List)
These works are neither required nor endorsed. They are included for teachers' consideration to stimulate their thinking and choices.

Dillard, Annie. Living by Fiction.
Dillard, Annie. The Writing Life.
Grossman, Florence. Getting from Here to There: Writing and Reading Poetry. Boyton Cook, 1982.
L'Engle, Madeleine. A Circle of Quiet.
Lessing, Doris. A Small Personal Voice: Essays, Reviews, Interviews. Vintage, 1974.
Lloyd, Pamela. How Writers Write. Heinemann.
Plimpton, George. The Writer's Chapbook: A Compendium of Fact, Opinion, Wit, and Advice from the 20th Century's Reeminent Writers. Viking, 1989.
Plimpton, George, ed., with introduction by Margaret Atwood. Women Writers at Work. Penguin, 1989.
Rico, Gabrielle. Writing the Natural Way.
Sarton, May. Journal of Solitude. W.W. Norton, 1973.
Welty, Eudora. One Writer's Beginnings.
The Writer's Mind: Interviews with American Authors, ed. Irv Broughton, University of Arkansas Press, 1990.
Woolf, Virginia. Women and Writing. Harcourt Brace and Jovanovitch, 1979.

DEVELOPMENTAL READING

COURSE DESCRIPTION

Grades K-8

One-semester elective or one-year elective

This course provides additional reading instruction, except remedial, for students in K-8 grade levels. The instruction should be all-inclusive, incorporating reading, writing, listening, speaking, and viewing. Diverse plans, media technology, and approaches for the provision of a wide range of individual differences should be considered when planning the course.

This course is to be taken in addition to the required English or language arts course. The Framework curriculum for the appropriate grade level should be used as the basis for this course.

MISSISSIPPI WRITERS
COURSE DESCRIPTION
One-semester elective

The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The one-semester elective course identifies major sources and themes of twentieth century and contemporary Mississippi writing as it emerges from and contributes to a historical, political, and social milieux. The student will recognize the contribution of Mississippi writers to twentieth century American literature and recognize that Mississippi writing is an expression of a particular place which achieves universality. Group discussions, individual presentations, and writing experiences are suggested for this course.

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Read selections from "First Generation" twentieth century Mississippi writers, such as William Faulkner, Richard Wright, Tennessee Williams, Eudora Welty, and Margaret Walker, ("First Generation," Mississippi writers are those who first achieved prominence in the twentieth century and whose acclaim and influence have been enjoyed by later Mississippi writers and those throughout the United States and world).**

2. **Analyze sources of "First Generation" Mississippi writing as contributors to a sense of place; sources may include (but not be limited to):**

   a. Family connections.
   b. The storytelling tradition and the use of language.
   c. Geography and soil type.
   d. Slavery, the Civil War, and the aftermath of slavery.
   e. Climate.
   f. Importance of tradition and traditional values.
   g. Religion.
   h. History and the past.
   i. Literary sources and influences.

3. **Interpret major themes of "First Generation" Mississippi writing from (but not limited to) the following:**

   a. Interpret major themes of "First Generation" Mississippi writing sources may include (but not be limited to) the following: family relationships and conflict; childhood and achieving independence; community standards and "the grotesque"; search for community ; racial conflict and the quest for civil rights; class conflict; and gender conflict.

b. Analyze works of twentieth century Mississippi writers against the backdrop of twentieth century realities as they appear in twentieth century American literature: rapid social change and resulting disorientation caused by world wars, the Depression, and increasing technological advances; the vise of popular culture (verbal, visual, and musical); and the influences of women's concerns.

4. Read works by selected "Second Generation" twentieth century writers (such as Elizabeth Spencer, Ellen Gilchrist, Ellen Douglas, Barry Hannah, Richard Ford, Etheridge Knight, Beth Henley, Mildred Taylor, Larry Brown, Willie Morris, Walker Percy, Shelby Foote, Sterling Plumpp, Jerry Ward, James Autry, Steve Yarbrough, Lewis Nordan, Donna Tartt, etc.). (The term "Second Generation" is used loosely to include Mississippi writers who have succeeded Faulkner, Wright, Williams, Welty, and Walker.)

5. Identify major sources and themes of "Second Generation" writers.

a. Analyze sources of "Second Generation" Mississippi writing as contributors to a sense of place; sources may include (but not be limited to): family connections; storytelling tradition and the use of language; geography and soil type; slavery, the Civil War, and the aftermath of slavery; climate; the importance of tradition and traditional values; religion; history and the past; and literary sources and influences.

b. Interpret major themes of "Second Generation" Mississippi writing sources may include (but not be limited to) the following: family relationships and conflict; childhood and achieving independence; community standards and "the grotesque"; search for community; racial conflict and the quest for civil rights; class conflict; and gender conflict.

c. Analyze works of twentieth century Mississippi writers against the backdrop of twentieth century realities as they appear in twentieth century American literature: rapid social change and resulting disorientation caused by world wars, the Depression, and increasing technological advances; the vise of popular culture (verbal, visual, and musical); and the influences of women's concerns and the feminist movement.

d. Analyze works of contemporary Mississippi writers as they reflect concerns of contemporary American literature: the Civil Rights struggle and the enfranchisement of African Americans; the growth of modern science and the loss of traditional humanistic explanations of the "real world" and life; the Cold War and the fear of nuclear annihilation; political assassinations; and the Vietnam War and skepticism toward government.

6. **Place the contributions of twentieth century and contemporary Mississippi writers in the larger context of twentieth century American literature.**

   a. Identify Mississippi writers who have received state, regional, national, or international acclaim for their literary work.

   b. Analyze the state, regional, national, or international literary influences on individual Mississippi authors' works studied.

   c. Recognize the contributions Mississippi writers have made to literature in terms of literary style, technique, characterization, plot, etc.

7. **Recognize universal themes in Mississippi writing.**

   a. Recognize the "universal themes" expressed by Faulkner in the Nobel Prize Acceptance Speech: love, honor, pity, pride, compassion, sacrifice, endurance, etc.

   b. Recognize such themes as the horrors of war, change, patriotism, alienation, etc.

Suggested Teaching Strategies:

- *Students will write descriptive essays in which they show their own "place" - their community, neighborhood, town, county - in such a way that distinguishes it from "other places." They will attach to their essays photographs of specific features, locales, or people described in the essays and bring a "product" of that community to present to the group (e.g., a piece of pottery, a hand-woven basket, a Chamber of Commerce brochure, a county map of secondary roads). (Assessment using R instrument.)*
- *After reading The Glass Menagerie or A Streetcar Named Desire by Tennessee Williams, students will divide into small groups and find references in the text to: (a) the importance of family relationships and responsibilities; (b) storytelling and the exaggeration or manipulation of language; (c) racial stereotyping; (d) family traditions and values; and (e) the continued presence of "the past" in shaping people's lives. Each group creates a chart of textual references to each topic and presents the chart to the group. The group discusses how the play generates from Mississippi sources even though the setting of The Glass Menagerie is St. Louis and the setting of A Streetcar Named Desire is New Orleans. (Assessment using O, R instruments.)*
- *About the character Amanda Wingfield (in Tennessee Williams' The Glass Menagerie) the playwright says, "There is as much to love about Amanda as to despise." After reading The Glass Menagerie, students individually write letters to the selection committee for the annual "Mother of the Year" award and recommend Amanda for that prestigious award. (Assessment using R instrument.)*
- *After reading Shelby Foote's Shiloh, students interview a representative "Luther" in a Today Show format in which a "Katie Couric" leads Luther through*

a description of the daily rigors and horrors experienced by a Civil War soldier. (Assessment using R instrument.)

- *Students interview older family members and "collect" Civil War stories that have been handed down from generation to generation in the students' families. Students can compare similarities in their families' stories to the experiences of Luther in Shiloh and/or to Vyry's in Margaret Walker's Jubilee. Students will publish the stories in a class booklet. (Assessment using O, R instruments.)*
- *After reading James Autry's poem, "Death in the Family," students will talk with family members and neighbors about "the way of death" in their own communities. They will write descriptions of "funeral foods" delivered to the bereaved families, description of wakes, burial practices, etc., and collect and publish these community practices in a class book. (Assessment using R instrument.)*
- *Before reading Elizabeth Spencer's short story, "The Day Before," students will describe in a personal narrative their most vivid memories of their first day of kindergarten or first grade. (Assessment using R instrument.)*
- *After reading "The Day Before," students will present these personal narratives to the class and, as a group, will discuss how the narrator's experiences parallel their own. (Assessment using R instrument.)*

Some Resource Books: (Not a Comprehensive List) For a listing of individual works by Mississippi authors, please consult the bibliographies listed below.

Mississippi Writers: Reflections of Childhood and Youth, ed. Dorothy Abbott, Vol. I: Fiction, 1985; Vol. II: Nonfiction, 1986; Vol. III: Poetry, 1988, Vol. IV: Drama, 1991; University Press of Mississippi, Jackson & London.

Mississippi Writers: An Anthology, ed. Dorothy Abbott, University Press of Mississippi, Jackson & London, 1991.

Mississippi Writers: An Anthology Guidebook for Teachers, ed. Jane Bruckmeier, University Press of Mississippi, Jackson & London, 1991.

Bibliographies

See pages at the end of the Mississippi Writers volumes listed above.

See pages 99-101, Mississippi Writers: An Anthology, A Guidebook for Teachers.

See pages 362-369, "Appendix VII: Bibliography of Modern Mississippi Writers by Birthplace or Association" in Mississippi Studies: Emergence of Modern Mississippi, contributors Bernard Cotton et al., Magnolia Publishing, Brandon, MS, 1995.

MYTHOLOGY
COURSE DESCRIPTION
One-semester elective

The Mythology course will include reading of myths from several cultures. The content will also include an epic by Homer or Virgil. Group discussions, individual presentations, and writing experiences will be required in this course.

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Read myths from various cultures to distinguish the kinds of myths.**
    a. Define myth, legend, folk tale, heroic saga, and epic.
    b. Identify major deities, mortals, heroes, and creatures in myths of different cultures.
    c. Compare and contrast myths from different cultures, such as Greek, Roman, Norse, African, Egyptian, etc.
2. **Analyze the epic conventions found in myths: the hero, influence of deities, high adventure, role of fate, symbolism, fatal flaw, and hubris.**
    a. Identify the above-named epic conventions in myths of different cultures.
    b. Compare and contrast the myths of different cultures.
3. **Analyze such themes as creation, adventure, sin and punishment, romance, etc., in myths.**
    a. Identify these themes in myths read.
    b. Compare and contrast myths of similar themes from different cultures.
4. **Recognize mythological allusions found in literature, language, and other aspects of culture.**
    a. Locate mythological allusions found in selected literary works.
    b. Locate mythological allusions found in advertising, product names, and other areas of everyday life.

c. Recognize vocabulary derived from or influenced by myths.

d. Recognize influence of myths in art and architecture.

Suggested Teaching Strategies:

- *Students will look for mythological allusions in selected poems and excerpts from short stories, novels, and plays.*
- *Students will find mythological allusions in advertisements in television, radio, and print media.*
- *Given words from mythology (Mars, Psyche, Jove, Fate, etc.), students will use dictionaries to compile lists of words derived from each.*

5. Read an epic by Homer or Virgil.

a. Recognize epic conventions in this work.

b. Analyze the characters, theme, and development of plot.

c. Gain an awareness of historical events and persons associated with or described in this epic.

Suggested Teaching Strategies:

- *Before reading Homer's Odyssey, students will read about and discuss the background and characters in the Trojan War.*
- *Students will read, discuss, and write about the Odyssey.*

6. Engage in a variety of writing experiences related to mythology.

a. Write letters, journal entries, character sketches, bio-poem, etc., related to myths studied.

b. Research cultures related to the myths studied.

Suggested Teaching Strategies:

- *Students will write journal entries for various deities or for Odysseus or Penelope.*
- *Students will write letters from one deity, hero, creature, etc., to another.*
- *Students will write original advertisements using words from mythology.*
- *Students will write character sketches of deities, heroes, creatures, mortals, etc.*
- *Students will write summaries of myths.*
- *Students will make a notebook of magazine photographs showing mythological influence on a work of art or architecture.*

7. **Compose an original myth which authentically represents the current culture or a culture studied, and express it through the arts (drama, illustration, dance, song, etc.).**

Suggested Teaching Strategies:

- *A cooperative (group) structure for this competency might be helpful for students whose creative expression skills need encouragement and reinforcement.*
- *Students will compose an adventure myth based on Greek mythology and present it with an original mural.*
- *Students will compose a romance myth based on American Indian mythology and present it with music and dance.*
- *Students will compose a sin and punishment myth based on Norse mythology and present it by acting it out.*
- *Students will present a nature myth based on African mythology and present it with an original video.*

SHORT STORY
COURSE DESCRIPTION
One-semester elective

The Short Story course allows the student to analyze, evaluate, and interpret short stories and to gain a sense of the development of the genre. Students will recognize the contributions of writers to this genre and evaluate their reflections on society. Short stories mentioned in the competencies are for illustration only. Careful planning should occur to ensure that the teacher's short story assignments are not too repetitious of works students have already read in the required English class.

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Discover pre-eighteenth century literary influences on the short story by reading parables, fables, segments of epics like the Odyssey or Beowulf, frame stories like The Decameron or The Canterbury Tales, fairy tales, and installments of the early novel, such as Charles Brockden Brown's The Rhapsodist. (R, W, S, L, V)**

    a. Define parables, fables, epics, and frame stories.

    b. Compare characteristics of parables, fables, epics, frame stories, etc., to those of the short story.

    c. Collaborate with peers or work individually to give oral and/or visual presentations to reflect understanding of pre-eighteenth century literary influences on the short story.

    Suggested Teaching Strategies:

    - *Students will read a fable such as Aesop's "The Fox and the Grapes" and discuss its "morals." They will then discuss the "morals" dealt with in relation to those found in a modern-day short story. (A) (Assessment using O, R instruments.)*
    - *Paintings often have some of the elements of the short story. The artist may be expressing an idea or feeling, portraying a character, or developing a theme. The painting may describe setting, tell a story, or use symbols. Students will find examples of various works of pre-eighteenth century art that use any of the elements of the short story. (A, V, K) (Assessment using R instrument.)*

- *Students will present choral readings of excerpts from Beowulf, using voices to convey excitement, suspense, sadness, and horror. They will then read excerpts from modern short stories that convey these same moods. (A, V) (Assessment using R instrument.)*
- *Working with a partner, students will read or view Chaucer's "Pardoner's Tale" or any of the other tales. They will then read a short story by Richard Wright, Ernest Hemingway, or Katherine Anne Porter in order to compare and contrast their readings in terms of the elements of the short story: character, plot, setting, theme, style, and point of view. They will present their findings on chart paper or prepare a spreadsheet. (A, V) (Assessment using O, R instruments.)*

2. **Describe distinguishing features of the short story.**

   a. Describe such features as single effect, symbol, allusion, points of view, dialogue, conflict, plot, dénouement, theme, setting, etc.

   b. Describe characteristics of variations of the short story: Gothic, detective, slice of life, etc.

3. **Read selections from the first contributors to the American short story genre, such as those by Washington Irving ("The Legend of Sleepy Hollow," "The Spectre Bridegroom"), Edgar Allan Poe ("The Murders in the Rue Morgue," "William Wilson," "The Pit and the Pendulum," "The Cask of Amontillado"), and Nathaniel Hawthorne ("Young Goodman Brown," "Rappaccini's Daughter," "The Minister's Black Veil"), exploring theme and autobiographical elements. (R, W, S, L, V)**

   a. Examine how theme is developed and conveyed through the elements of character, setting, and plot in the early American short story.

   b. Analyze how theme is developed and conveyed through style and point of view in the early American short story.

   c. Read selected early American short stories and relate them to the societal influences on and the geographical locations of the author.

   d. Analyze an early American short story for autobiographical or historical elements.

Suggested Teaching Strategies:

- *After reading "The Minister's Black Veil," students will graphically demonstrate in a role-play their understanding of how a theme can be reinforced by symbols. (A, V, K) (Assessment using O, R instruments.)*
- *Working in groups of three, students will assume the persona of Irving, Hawthorne, or Poe to present a panel discussion on "A Meeting of the Minds" at a literary club meeting. They will discuss their own works in relation to*

autobiographical elements and society's influences upon the themes of their works. (A, V, K) (Assessment using O, R instruments.)

- *After listening to "A Meeting of the Minds" by their peers, students will write a letter to "Irving," "Hawthorne," or "Poe," assessing his literary contributions to the short story genre. (A, V, K) (Assessment using O, R instruments.)*
- *After reading "The Cask of Amontillado" in which students have considered the vagueness and mysteriousness of the setting, they will participate in a literary debate considering propositions such as "Poe's setting makes the story seem closer to the reader" or "Poe's setting heightens the reader's sense of foreboding." (A, V, K) (Assessment using O, R instruments.)*

4. **Read a variety of works by modern masters of the short story, such as those by Mark Twain ("The Celebrated Jumping Frog of Calaveras County," "The Stolen White Elephant," and "The Man Who Corrupted Hadleyburg"), O. Henry ("The Ransom of Red Chief," "One Dollar's Worth," "Art and the Bronco," and "Calloway's Code"), Ambrose Bierce ("An Occurrence at Owl Creek" and "A Horseman in the Sky"), Jack London ("To the Man on Trial," "The Son of the Wolf," and "The Wife of a King"), Ernest Hemingway ("The Killers"), Flannery O'Connor ("A Late Encounter with the People"), Alice Walker ("Everyday Use"), John Grisham ("The Birthday"), Richard Wright ("Fishbelly's Discovery"), Eugenia Collier ("Marigolds"), Eudora Welty ("A Visit of Charity"), and James Baldwin ("Sonny's Blues"), analyzing the way a writer manipulates literary elements to convey his/her message. (R, W, S, L, V)**

   a. Examine how theme is developed and conveyed through the basic elements of character, plot, and setting in the modern short story.

   b. Analyze how theme is developed and conveyed through the more subtle elements of styles, point of view, figurative language, symbol, and techniques such as stream-of-consciousness.

   c. Analyze the development of various shades of humor in the modern short story.

   d. Examine variations of the modern short story, i.e., fable, Gothic, detective, slice of life, tall tales.

Suggested Teaching Strategies:

- *Students will rewrite a section of "The Ransom of Red Chief" from the point of view of Red Chief. (A, V, K) (Assessment using O, R instruments.)*

- *After reading Stephen Benet's "The Devil and Daniel Webster," students will participate in a literary trial, pitting the devil against Daniel Webster. They will then write in journals, focusing on the question: Were the traditional short story elements so skillfully managed in the story that students were able to communicate the writer's message in another genre? (A, V, K) (Assessment using O, R instruments.)*
- *Students will bring to class words of a popular song that tells a story. Working with a partner, they will consider what elements of the story are in the song and what elements are excluded. Students will decide whether or not the song is as effective and thought-provoking as the short story would be. (A, V, K) (Assessment using O, R instruments.)*
- *Students will read an article from a newspaper and list the ways that it is similar and the ways it is dissimilar to a short story. The following elements should be considered: character, setting, plot, theme, point of view, and style. The students will keep the list to use as the prewrite for a portfolio piece. (A, V, K) (Assessment using O, R instruments.)*

5. Read a variety of short stories representative of world authors, such as those by Anton Chekhov ("The Lament"), Guy de Maupassant ("The Necklace"), W. Somerset Maugham ("Rain"), Franz Kafka ("In the Penal Colony"), Judith Ortigo Cofer ("American History"), and Saki ("The Interlopers"), recognizing the universality of themes and literary elements. (R, W, S, L, V)

a. Read, discuss, and/or view selected short stories from representative world authors.

b. Identify themes in short stories from representative world authors and relate to works of American short story masters.

c. Compare plot, character development, or style among several short stories.

Suggested Teaching Strategies:

- *After reading Saki's "The Interlopers" and Shirley Jackson's "The Lottery," students will create a Venn Diagram to identify similarities and differences in the themes. (A, V, K) (Assessment using O, R instruments.)*
- *After reading both a William Faulkner and Virginia Woolf short story in which stream-of-consciousness technique is used, students will select one of the stories on which to base a soliloquy, allowing one of the characters to reveal his/her thoughts and feelings. (A, V, K) (Assessment using O, R instruments.)*

TECHNICAL AND WORKPLACE WRITING
COURSE DESCRIPTION
One-semester elective

The Technical and Workplace Writing course focuses on the variety of kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication. Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing.

The course should be taught so that it offers challenge. Writings should include pieces requiring more sophistication or complexity: delivering or justifying bad news or an unpopular stance, persuading or manipulating the reader's opinions or emotions, and explaining complex processes such as is found in grants, scientific writing, or annual reports. Students will produce individual pieces as well as participate in group review of their writings. Through these experiences of working with others, they will practice the language skills of explaining, persuading, and negotiating, and learn the importance and effect of their words.

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Determine the kinds and purposes of writing used in different careers and workplaces.**

   a. Research and interview to determine the kinds of writing, the audiences for whom the pieces are written, and the purpose for which the pieces are written.

   b. Collect and read a variety of career and workplace writing samples, such as letters, reports, annual reports, procedures, directions and instructions, summaries, rationales, résumés, recommendations, news releases, descriptions, brochures, fliers, newsletters, etc.

   c. Analyze the purpose and audience of materials collected.

Suggested Teaching Strategies:

- *To develop a better understanding of the kinds and purposes of writing in the workplace, students will develop a questionnaire to be completed by various employers in their communities. Students will write business letters to these employers and ask them to complete the questionnaire and to send samples of writing used in their workplace. Students will compile findings and write thank-you notes to those who responded.*
- *Students will interview three adults in various careers to determine the kinds and purposes of writing. They will take notes and write a summary of their findings and will share what they learned with other class members.*

2. Identify principles of communication, including factors that help or hinder clear communication.

a. Understand the elements of communication theory: sender, message, receiver, and message interference.

b. Identify factors that interfere with clear communication.

c. Identify factors that facilitate clear communication.

Suggested Teaching Strategy:

- *Students will conduct mock interviews demonstrating successful and unsuccessful communication in a job interview. Students will dress appropriately for their role in the mock interview.*

3. Analyze what is effective and what is not in different kinds of writing, such as business letters, reports, memos, brochures, etc.

a. Analyze how organization, wording, style, voice, and grammar usage and mechanics contribute to effective writing.

b. Analyze how the use of typography, page layout and document design, and visuals contribute to effective writing.

c. Analyze how accuracy of information, details, and grammar usage and mechanics contribute to credibility and effective writing.

Suggested Teaching Strategies:

- *Students will review samples of different kinds of workplace writing (sent to them by local employers or found in local public libraries) to analyze the effectiveness of the writing. They will work individually to list the characteristics of good workplace writing and then compare their observations in groups of three or four. They will then list all of these characteristics on the board, adding to their own lists as necessary.*

4. **Communicate thoughts, ideas, information, and messages in writing.**

   a. Record information completely and accurately for intended purposes and audiences.

   b. Summarize information and actions accurately and concisely.

   c. Plan the creation of documents and other written materials using language, style, organization, and format appropriate to the subject matter, purpose, and audience.

5. **Gather and use information as part of research conducted in completing a piece of writing.**

   a. Locate and gather information, using interviews and library resources such as books, periodicals, publications, electronic catalog, and the Internet (if available).

   b. Recognize the difference in primary and secondary sources of information.

   c. Read, analyze, evaluate, and synthesize information.

   d. Analyze and interpret charts and graphs as part of information gathering.

Suggested Teaching Strategies:

- *Students will accomplish Competency 1 through using library resources, interviews (primary sources), and gathering actual documents (primary sources). They will chart or graph their findings of what kinds of writing are used in the workplace and will write a summary of their findings.*
- *Before interviewing an adult about how writing is used in the workplace, students will research information about the business or company and information about the career of the adult. Students will write a report of findings.*
- *Students will write a research paper about a career of their interest and will include information on how writing is used in that particular career. The research will include interviews, secondary materials, and examples of materials written or used in that career.*
- *Students will write a personalized research paper on a topic of their choice. The paper should be written in three sections: what they know,*

assume, or imagine; the actual search for information; and what they discovered. A variety of sources will be used, and a bibliography of sources will be attached. Students should choose topics that interest them and that they need to know more about.

6. **Produce effective business letters, reports, memos, a résumé, and either a brochure or newsletter.**

   a. Write effective business letters, such as letters of application, thanks, complaint, bad news, congratulations, persuasion, inquiry, etc.

   b. Write effective reports, such as summaries, proposals, status of projects, procedures, etc.

   c. Write a résumé for self or for an imagined person.

   d. Write a brochure or newsletter, either working individually or with others.

   e. Make effective use of content, organization, wording, style, voice, grammar usage and mechanics, typography, and visuals.

   f. Employ a writing process that includes revising, editing, and proofreading.

Suggested Teaching Strategies:

- *Students will complete a résumé and a cover letter. Students will then write business letters to teachers, administrators, and local business leaders requesting their assistance with mock interviews. They will work in response groups to revise, edit, and proofread their work. After the mock interviews have been completed, they will write thank-you letters to those interviewed.*
- *Students, individually or in groups, will write a résumé and a cover letter for an imaginary person after having been given an imaginary job opening in a career. Students will have to research to determine the qualifications for this position and will write the résumé and a cover letter as competitively as possible. The students will then assemble in groups of four to five to review the résumés and determine the four to five "candidates" whom they will interview based on the appearance and content of the resumes.*

7. **Understand the dynamics of producing written communication when working with or for others.**

   a. Determine when working with others is necessary in producing written material for the workplace.

   b. Observe and analyze patterns of group interaction.
   c. Practice process and task behaviors that promote teamwork and the production of a quality piece of writing.

d. Appreciate and cope with diversity among team members.

e. Apply negotiating skills in working with others.

f. Use written and spoken language effectively when explaining, persuading, and negotiating with others.

TWENTIETH CENTURY LITERATURE

COURSE DESCRIPTION

One-semester elective

The Twentieth Century Literature course covers major writers and themes in the Americas and Western Europe for the period from World War I to the present time. Major themes which run through the literature of this period include:

- horror, aftermath, and protest of war;
- social commentary, e.g., migrant workers; class struggle; gender, age, and race discrimination; loss of identity in a mechanical age; and abuse and violence;
- role or religion in an advancing technological and scientific world, the rise of existentialism and continuation of nihilism; and
- disillusionment of life in a modern age (Cold War/Nuclear Age, governmental interference, loss of innocence, futility of existence).

The material may be presented in a chronological manner, by genre, or in a thematic scheme. Authors indicated in each time period are representative and certainly not all-inclusive of any period with their suggested works indicated parenthetically. Where possible, complete works should be used; however, given time constraints, it may be necessary to read excerpted texts in some instances.

The student will recognize major themes present in twentieth century literature and will draw parallels to history and present day concerns. Group discussions, presentations, and writings, as well as individual presentations and writing experiences, are suggested for this course. As a result of this course, students will have a greater awareness of events and writings that have shaped and been part of the ideas and culture of the twentieth century.

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Read selections from the period of World War I and the Twenties [for example, William Butler Yeats ("The Second Coming"), Siegfried Sassoon (poetry selections), Wilfred Owen (poetry selections), Ernest Hemingway (A Farewell to Arms), Erich Maria Remarque (All Quiet on the Western Front), F. Scott Fitzgerald (short fiction selections), D.H. Lawrence (short fiction selections), Robert Frost (poetry selections), T.S. Eliot ("Love Song of J. Alfred Prufrock," "The Waste Land"), Eugene O'Neill (The Hairy Ape), Carl Sandburg (poetry selections), etc.].**

    a. Understand characteristics related to the works and genres studied.

   b. Identify elements of the works studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, literary technique, etc.

   c. Analyze the relationship of the work to the society, values, and historical time represented.

2. **Read selections from the era of the American Great Depression through World War II [for example, John Steinbeck (The Grapes of Wrath), e.e. Cummings (poetry selections), Langston Hughes (short fiction and poetry selections), W.H. Auden (poetry selections), Randall Jarrell ("The Death of the Ball Turret Gunner"), Richard Wright (selected short fiction), Jean-Paul Sartre (selected essays), Katherine Anne Porter ("The Jilting of Granny Weatherall"), Samuel Beckett (Waiting for Godot), The Diary of Anne Frank, Antoine de St. Exupery (Night Flight), etc.].**

   a. Understand characteristics related to the works and genres studied.

   b. Identify elements of the works studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, literary technique, etc.

   c. Analyze the relationship of the work to the society, values, and historical time represented.

3. **Read selections from 1950-1970, a period of post-war economic growth, changes in national identity, communism, national unrest, civil rights, post-colonialism, space exploration, feminism, and Vietnam [for example, Flannery O'Connor ("A Good Man Is Hard to Find," "The Life You Save May Be Your Own"), Albert Camus (The Stranger), Archibald MacLeish (poetry selections), Theodore Roethke (poetry selections), Gwendolyn Brooks (poetry selections), May Swenson ("By Morning"), George Orwell (1984), Dylan Thomas (poetry selections), Harper Lee (To Kill A Mockingbird), Paul Bowles ("The Frozen Fields"), Alice Walker (The Color Purple), Carson McCullers (The Heart Is A Lonely Hunter), and Anne Tyler ("Average Waves in Unprotected Waters")].**

   a. Understand characteristics related to the works and genres studied.

   b. Identify elements of the works studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, literary technique, etc.

   c. Analyze the relationship of the work to the society, values, and historical time represented.

4. **Read selections from the 1970's to the present, a period of increasing technological development, end of the Cold War, priority of work and career, increasing disparity between rich and poor.**

   a. Understand characteristics related to the works and genres studied.

   b. Identify elements of the works studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, literary technique, etc.

   c. Analyze the relationship of the work to the society, values, and historical time represented.

   Suggested Teaching Strategies:

   - *Students conduct research, looking for best-selling books over the past decade according to the "New York Times." They determine what works still have some influence and are still of note and which have been popular "potboilers."*

5. **Compare the major themes of literary works studied and relate them to the universal human condition.**

   a. Understand characteristics related to the works and genres studied.

   b. Identify elements of the works studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, literary technique, etc.

   c. Analyze the relationship of the work to the society, values, and historical time represented.

6. **Draw parallels to present news making situations locally, nationally, and internationally and reflect on situations which continue to pose problems and those which have been resolved.**

7. **Infer particular contributions of individual writers of a time period to that time period and then to the century as a whole.**

   Suggested Teaching Strategies:

   - *Assign groups of class members different poems by Sassoon, Owen, and Jarrell. After reading and discussing poems in groups, each group will give a mini-presentation on its assignment. Then on chart paper (or board), the class will note similarities and differences. As an individual reflection or journal entry, have students draw parallels to the anti-war movement of the Vietnam Era, anti-nuclear protestors of the 1980's and 1990's, or anti- or pro-military movements of today.*

- *After reading The Hairy Ape, divide the students into writing groups to compose a group draft of an extended dialog illustrating a way society is divided on social lines (examples might be gangs vs. anti-gangs, school cliques, wealthy vs. poor, etc.). These dialogs could then be read aloud for comments and discussion. Individuals will then compose a draft composition on class struggle for response, revision, and editing. Before drafting, the class will develop a rubric to be used in the ultimate scoring of these compositions. Final drafts will be evaluated using the student-made rubric.*
- *To begin a culminating writing experience for the 1950's to present time period of literature, students will free-write about a time when they felt trapped by a situation and felt their options were limited. Teachers may want to model with a personal illustration or briefly recap one from a selection studied in class. After time is called, students will share in small groups with samples from each group read to the large group. Students will reflect on selections where a character or characters are either trapped or feel they are trapped, e.g., Alice Walker's The Color Purple, Harper Lee's To Kill A Mockingbird, Paul Bowles' "The Frozen Fields," Carson McCullers' The Heart Is A Lonely Hunter, and Anne Tyler's "Average Waves in Unprotected Waters." The writing will take the form of comparison/contrast analyzing two or three characters from different selections, their level or degree of limitation, societal pressures, etc. Students will respond to drafts, revise, edit, and ultimately submit writings to be scored by a rubric.*
- *Using a formula poem set-up, such as the one suggested below, students will write a formula poem as J. Alfred Prufrock from T.S. Eliot's "The Love Song of J. Alfred Prufrock."*

Formula Poem Suggested Formula:

First name
Four adjectives describing person mentioned in line 1
Child of _____, _____, _____ (complete for person in line 1 with 3 items)
Lover of _____, _____, _____ (complete for person in line 1 with 3 items)
Who feels _____, _____, _____ (complete for person in line 1 with 3 items)
Who needs _____, _____, _____ (complete for person in line 1 with 3 items)
Who fears _____, _____, _____ (complete for person in line 1 with 3 items)
Who gives _____, _____, _____ (complete for person in line 1 with 3 items)
Who would like to see _____, _____, _____ (complete for person in line 1 with 3 items)
Resident of _____ (complete with a real or imagined place)
Last name

The completed poem should be a correct character analysis of the character or person who is the subject.

Examples of and Authors Associated with Themes of Twentieth Century
Horror, etc. of war: Yeats, Sassoon, Owen, Hemingway, Remarque, Jarrell, Eliot
Social comment: Lawrence, Steinbeck, McCullers, Walker, Bowles, O'Connor, Lee, Hughes, Wright, O'Neill, Fitzgerald, Brooks
Role of religion: Sartre, Camus, Porter, Thomas, Ellison, O'Connor
Disillusionment: Cummings, Eliot, Beckett, Orwell, Frost, MacLeish, Roethke, Camus
Humor: James Thurber, E.B. White, P.G. Wodehouse, Ogden Nash, Woody Allen, Bailey White
Space Exploration/Technology: Tom Wolfe (The Right Stuff), Isaac Asimov, Walter Van Tilburg Clark, Ray Bradbury, H.G. Wells

Some Authors to Consider (Not a Comprehensive List)
These works are neither required nor endorsed. They are included for teachers' consideration to stimulate their thinking and choices. Also see The American Novel list.

1900-1920 (World War I & the Twenties)
W.B. Yeats
Wiegfied Sassoon
Wilfred Owen
Ernest Hemingway
Erich Maria Remarque
F. Scott Fitzgerald
D.H. Lawrence
Robert Frost
Carl Sandburg
T.S. Eliot
Eugene O'Neill

1920-1950 (Great Depression & World War II)
Antoine de St. Exupery
Edith Wharton
Willa Cather
John Steinbeck
Langston Hughes
Gabriela Mistral
W.H. Auden
Randall Jarrell
Richard Wright
Jean-Paul Sartre
Thomas Mann
Franz Kafka
Hermann Hesse
Rainer Maria Rilke
Luigi Pirandello
Robert Graves

Katherine Anne Porter
Marjorie Kinnon Rawlings
P.G. Wodehouse
Ogden Nash
James Thurber
E.B. White
Samuel Beckett
George Orwell (Erick Blair)
J.R.R. Tolkein
Isak Dinesen (Karen Blixen)
Alan Paton
Anne Frank
Robert Penn Warren
Frederico Garcia Lorca
Sidonie-Gabrielle Colette
Arthur Miller

1950-1970
John Mortimer
Seamus Heaney
Ted Hughes
Harold Pinter
Graham Greene
Arthur C. Clarke
Aldous Huxley
E.M. Forster
Albert Camus
Boris Pasternak
Flannery O'Connor
Archibald MacLeish
Theodore Roethke
Gwendolyn Brooks
Paul Bowles
Carson McCullers
John Knowles
Harper Lee
Paul Scott
R.K. Narayan
Doris Lessing
Aleksandr Solzhenitsyn
Jorge Luis Borges
Octavio Paz
William Golding
Alan Sillitoe
Heinrich Böll
Budd Schulberg

Kurt Vonnegut
Joseph Heller
Kamala Markandaya
Ayn Rand
H.G. Wells
James Hilton
Aleksandr Solzhenitsyn
Sylvia Plath
James Baldwin

1970-present
Octavio Paz
Loren Eisley
Woody Allen
Alice Walker
Anne Tyler
Annie Dillard
Isabel Allende
Gabriel Garcia Marquez
Nadine Gordimer
Margaret Drabble
Margaret Atwood
Nguyen thi Vinh
Richard Ford
Ellen Gilchrist
Ellen Douglas
Sandra Ciseros
Amy Tan
Scott Momaday
Barry Lopez
William Least Heat Moon
Américo Paredes
E. Annie Proulx
Tom Wolfe
Toni Morrison

WORLD LITERATURE

COURSE DESCRIPTION

One-semester elective or one-year elective

The World Literature course is an examination of literary works that have contributed significantly to the thinking of humankind and have contributed greatly to various cultures. In this course, students will read a variety of masterpieces and influential literary works. The course may be organized by theme, genre, or chronology. The course may be taught for one semester or for one year. The one-semester World Literature course may focus mainly on one time period or span centuries to show the range of literary heritage, whereas the one-year course will require reading of literature from the ancient classical period to the twentieth century. In either case, the teacher will need to determine whether the course will include mainly one or two genres or cover many genres, such as plays, poetry, novels, and short stories. The teacher also has the freedom to determine the particular countries and cultures that the works will represent. In the one-semester course, however, at least one work should be chosen to represent the literature of each: (a) Classical Greece or Rome, (b) Great Britain, (c) Europe, (d) the Americas, and (e) either Asia or Africa.

The year-long course will require additional literary selections to be read from each of the five areas just named. It is hoped that students will come to see the world's literature as a tapestry in which the experiences, stories, and thoughts of humankind have been woven through time and cultures.

One-semester COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Read at least one work from ancient Greece or Rome to understand the literary foundation of the classical tradition.**

   a. Understand characteristics related to the genre studied, such as protagonist, antagonist, deus ex machina, hubris, epic, hero, comedy, tragedy, etc.

   b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

   c. Analyze the relationship of the work to the society, values, and historical time represented.

Suggested Teaching Strategies:

- *Students will read Sophocles' Oedipus Rex and explain in a well-developed essay or oral presentation why it is often considered a perfect dramatic plot.*
- *Following the study of Oedipus Rex, students will read Shakespeare's Othello and develop a graphic illustration of the similarities between the two works.*

2. **Read at least one work representing an epic.**

   a. Understand the origins of the epic.

   b. Understand characteristics of the epic, such as the hero, sacrifice, the journey, the fight between good and evil, noble language, repetition, etc.

   c. Analyze elements of character, plot, setting, theme, conflict, figurative language, etc.

   d. Analyze the relationship of the work to the society, values, and historical time represented.

Suggested Teaching Strategies:

- *After reading excerpts from Beowulf and Paradise Lost, students will write an essay or develop an oral presentation in which they discuss the universal archetypes of heroes and monsters. (Assessment using R instrument.)*
- *After reading excerpts from various epics, students will write a scenario in which they develop their own epic hero. (Assessment using R instrument.)*
- *After reading excerpts from Don Juan, students will identify and discuss how the epic hero relates to the modern world. (Assessment using R instrument.)*
- *Following the study of the epic, students will read independently a modern novel, such as Catcher in the Rye, Lord of the Flies, or Things Fall Apart, and explain the development of the modern hero. (Assessment using R instrument.)*
- *Using "cultural clues" from various epics studied, students will discuss their concepts of the culture represented; then, orally or in writing, students will pretend that they are anthropologists from the year 2200 and have found "cultural clues" from twentieth-century America. They, then, tell or write explanations of the clues.*

3. **Read at least one work representing the oral tradition, such as the ballad, folksong, folk tales, fable, fabliau, etc.**

   a. Understand the influence of the oral tradition on the work studied.
   b. Understand the origins of the work studied.

   c. Understand characteristics of the work studied, such as meter, versification, episodic plot, etc.

d. Analyze elements of plot, character, setting, theme, conflict, figurative language, etc., where appropriate to the work.

e. Analyze the relationship of the work to the society, values, and historical time represented.

Suggested Teaching Strategies:

- *Students will perform dramatic readings of "Sir Patrick Spens," "Barbara Allan," and others.*
- *Students will listen to ballads performed by Jean Ritchie, John Jacob Niles, Pete Seeger, Woody Guthrie, Joan Baez, Bob Dylan, etc. They can compare the ballads and songs of these Americans to those of Ireland and Great Britain, South America, or Quebec.*

4. Read at least one work representing the literature of Great Britain.

a. Understand characteristics related to the work and genre studied.

b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

c. Analyze the relationship of the work to the society, values, and historical time represented.

5. Read at least one work representing the literature of Europe.

a. Understand characteristics related to the work and genre studied.

b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

c. Analyze the relationship of the work to the society, values, and historical time represented.

Suggested Teaching Strategies:

- *Students will read Camus' "The Guest" and analyze according to existentialist philosophy.*
- *Students will study and compare the literature of 1780-1830. They will focus on works of the English Romantics, such as Mary Shelley and Sir Walter Scott; the American Renaissance, such as Nathaniel Hawthorne and Edgar Allan Poe; the German Romantics, such as Goethe and Heinrich Heine; the French Romantics, such as Victor Hugo, Chateaubriand, and Alexandre Dumas; and Russians, such as Pushkin and Tolstoy.*

6. **Read at least one work representing the literature of the Americas (Canada, the United States, Mexico, the Caribbean, Central or South America).**

    a. Understand characteristics related to the work and genre studied.

    b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

    c. Analyze the relationship of the work to the society, values, and historical time represented.

7. **Read at least one work representing the literature of Africa or Asia.**

    a. Understand characteristics related to the work and genre studied.

    b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

    c. Analyze the relationship of the work to the society, values, and historical time represented.

    Suggested Teaching Strategies:

    - *Students will compare Aesop's fables to African folk tables. They will dramatize or illustrate the tales.*
    - *After studying Japanese haiku, students will write their own verses.*

8. **Compare the major themes of literary works studied and relate them to themes of the universal human condition.**

    a. Understand the thematic and structural connection between various works and genres studied.

    b. Recognize major critical movements in literature and determine their interdependence on theme.

    c. Compare societies and values represented in various works studied.

    d. Identify universal human themes and conditions, such as sacrifice, suffering, desolation, justice and injustice, redemption, prejudice, love and honor, etc.

Suggested Teaching Strategies:

- *Students will compare depictions of war in Beowulf to Chinese warrior poetry of the similar time period.*
- *Students will compare Petrach's love poems to Shakespeare's love sonnets to Khalil Gibran's verses on the subject.*
- *In cooperative groups, students will develop a collage of "relatedness" from various works studied. (Assessment using O instrument.)*
- *Using prior knowledge and experiences, students will make spontaneous connections between works. (Assessment using O instrument.)*
- *Students will research major philosophical and historical influences on works studied. (Assessment using R instrument.)*

ADDITIONAL COMPETENCIES AND SUGGESTED OBJECTIVES FOR ONE-YEAR COURSE:

9. **Read at least one additional work from each of the following: a) ancient Greece or Rome, (b) Great Britain, (c) Europe, (d) the Americas, (e) either Asia or Africa.**

    a. Understand characteristics related to the work and genre studied.

    b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

    c. Analyze the relationship of the work to the society, values, and historical time represented.

10. **Read selections from the 600-1300 A.D.**

    a. Understand characteristics related to the work and genre studied.

    b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

    c. Analyze the relationship of the work to the society, values, and historical time represented.

11. Read selections from the Renaissance.

a. Understand characteristics related to the work and genre studied.

b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

c. Analyze the relationship of the work to the society, values, and historical time represented.

12. Read selections from 1700-1899.

a. Understand characteristics related to the work and genre studied.

b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

c. Analyze the relationship of the work to the society, values, and historical time represented.

13. Read selections from 1900 to the present.

a. Understand characteristics related to the work and genre studied.

b. Identify elements of the work studied, such as meter and versification, where appropriate; figurative language; plot, conflict, character, setting, theme, etc.

c. Analyze the relationship of the work to the society, values, and historical time represented.

Suggested Teaching Strategies:

- *Students will create an illustrated timeline containing the authors' names, some favorite quotations from works read, and the country and continent represented.*
- *Students will conduct research to read additional works of one the authors or countries and will find out more about the author and culture. A paper will be written about findings of the research.*
- *Students will research the art, music, or architecture related to particular literary works read or time periods or countries studied. They will present their findings to their fellow students and choose appropriate text from the literature to accompany the arts presentation.*

Some Authors and Works to Consider (Not a Comprehensive List)

These works are neither required nor endorsed. They are included for teachers' consideration to stimulate their thinking and choices.

Greece or Rome

Greek

Sophocles, *Antigone*, *Oedipus Rex*
Aesop, *Aesop's Fables* (6th cent. B.C.)
The Odyssey, *The Illiad* attributed to Homer, Greek 9th-8th cent. B.C. poet
Sappho (7th cent. B.C.)
Pindar (5th cent. B.C.)
Plato (4th cent. B.C.)
Nikos Kazantzakis, *Zorba, the Greek* (20th cent.)

Roman

Virgil, *The Aeneid* (1st cent.)
Catullus (1st cent.)
Ovid (1st cent.)
Pliny (2nd cent.)
Tacitus (2nd cent.)

Great Britain

Geoffrey Chaucer
William Shakespeare
John Donne
John Milton
Elizabeth Barrett Browning
Robert Browning
Charles Dickens
Alfred, Lord Tennyson
John Keats
Percy Bysshe Shelley
William Wordsworth
Robert Louis Stevenson
Rudyard Kipling
James Joyce
George Eliot
T.S. Eliot (American born)
Robert Graves
William Butler Yeats
Virginia Woolf
George Orwell (Eric Blair)
Paul Scott
J.R.R. Tolkien
E. M. Forster
V. S. Naipaul (born in Trinidad, resides in England)

Joseph Conrad (Polish born of Ukranian parents)
Ruth Prawer Jhabvala

Europe
French
Song of Roland
Chrétien de Troyes
Marie de France
Molière
Jean de la Fontaine
Gustave Flaubert
Alexandre Dumas (both son and father)
Victor Hugo
Guy de Maupasssant
Charles Baudelaire
Antoine de St. Exupéry
Albert Camus
Apollinaire
Jacques Prévert

Russian
Anton Chekhov
Leo Tolstoy
Boris Pasternak
Aleksandr Solzhenitsyn

Italian
Dante Alighieri
Petrach
Machiavelli
Luigi Pirandello
Giovanni Boccaccio

Norwegian
Henrik Ibsen

German and East European
Franz Kafka (Czechoslavakia)
Johann Wolfgang von Goethe
Heinrich Heine
Thomas Mann (German born, later American)
Erich Maria Remarque (German born, later American)
Rainer Maria Rilke
Hermann Hesse
Heinrich Böll
Elie Wiesel (born Romanian; lived in Germany; now a U.S. citizen)

Danish
Isak Dinesen (Karen Blixen) (wrote of Kenya)

Spanish
Frederico García Lorca
Juan Ramon Jiménez
Miguel de Cervantes

North America (See authors on American Novel list)
E.A. Poe
Emily Dickinson
Robert Frost
Carl Sandburg
Derek Wolcott (Caribbean)
W.P. Kinsella (Canada)
Margaret Atwood (Canada)

Central and South America and the Caribbean
Jean Rhys (West Indies)
Jorge Luis Borges (20th cent. Argentian, short stories)
Gabriel Garcia Marquez (20th cent. Colombian poet)
Pablo Neruda (20th cent. Chilean poet)
Octavio Paz (20th cent. Mexican)
Laura Esquivel (20th cent. Mexican)
Hernando Tellez (20th cent. Colombian, short stories)
Gabriella Mistral (20th cent. Chilean poet)
Isabel Allende (20th cent. Chilean)

Africa
Alan Paton, *Cry, the Beloved Country* (South African)
Nadine Gordimer (South African)
Doris Lessing (Rhodesia; born of British parents in Iran and moved to Rhodesia)
Chinua Achebe, *Things Fall Apart*
Tayeb el-Salih, *Season of Migration of the North* (Sudanese)
Buchi Emecheta, *The Bride Price* (West African)
Wole Soyinka
James Ngugi (Kenyan)
Okot p'Bitek (Ugandan)
D.O. Fagunwa (Nigerian)
Amos Tutuola (Nigerian)
F. Oyono
L.S. Senghor
Aimé Césaire
Bernard Dadié

Asia
Lao-tzu (Chinese philosopher of 600 B.C.)
Shih Ching, collection of Chinese poetry compiled by Confucius in 5th cent. B.C.
Li Po (Li-Tai-Po) (Chinese 8th cent. poet)
Tu Fu (Chinese 8th cent. poet)
Po Chü-yi (Chinese 8th cent. poet)
Wang Chien (Chinese 9th cent. poet)
Yüan Chen (Chinese 9th cent. poet)
Chang Wou Kien (Chinese 19th cent. poet)
Shu Ting (Chinese 20th cent. poet)
Akahito (Japanese 8th cent. poet of the tanka, a 31-syllable poem, 5-7-5-7-7)
Matsuo Basho (Japanese 17th cent. poet of haiku, a 17-syllable poem, 5-7-5)
Taniguchi Buson (Japanese 18th cent. poet of haiku)
Kobayashi Issa (Japanese 18th cent. poet of haiku)
Masaoka Shiki (Japanese 19th cent. poet of haiku)
Tayama Katai (Japanese 20th cent. short story writer)
Kenzaburo Oe (Japanese 20th cent. novelist)

Near East
The Epic of Gilgamesh (Sumerian, written 2000 B.C.)
India
Raja Rao
R. K. Narayan, *The Guide*
Kamala Markandaya, *Nectar in a Sieve*

Hebrew
Story of Samson, Judges, Old Testament, *The Bible*
David and Goliath, Old Testament, *The Bible*
Psalms, Old Testament, *The Bible*
Ecclesiastes, Old Testament, *The Bible*

Iran
The Koran
Khalil Gibran, poet
Omar Khayyam, *The Rubaiyat of Omar Khayyam*, Persian poem

Vietnam
Nguyen Trai (1st cent. poet)
Nguyen Thi Vinh (20th cent.)

WRITTEN COMMUNICATION

COURSE DESCRIPTION

Grades 7-8

One-semester elective or one-year elective

This course is designed to be taken in addition to the English class. The course provides extra experience in writing a variety of kinds of writing for various audiences and purposes. Some kinds of writing include, for example, poetry, tall tales, fairy tales, explanations, stories, descriptions, captions, bumper stickers, dialogues, lab reports, learning logs, letters, narratives of personal experiences, newscasts and news articles, reports, summaries, and self-evaluations. Different purposes for writing include recording observations; justifying actions or decisions; giving directions; describing procedures; persuading others to an action or opinion; informing others; analyzing events, people, art, movies, or literature; expressing feelings; describing people, places, or things; making predictions; interpreting visual material; clarifying thinking; and reflecting on problem-solving processes.

Creativity is to be encouraged, and accuracy, organization, and detail in expression are to be developed. Experience in conducting short research projects should be provided. Students should be able to write multi-paragraph pieces at least by the end of the course. The use of literature is suggested to stimulate the imagination, focus students' attention, and prompt writing activities.

INTRODUCTION TO JOURNALISM

COURSE DESCRIPTION

One-year elective, Grades 9-12

Introduction to Journalism, an elective course for one Carnegie unit credit, is intended as a general course to enhance the students' skills as communicators and as informed users of the communications media. It is a prerequisite for subsequent journalism lab courses. Units of study can be designed from the objectives list in varying combinations and intensities to produce basic levels of proficiency or concepts tailored to school publication needs.

COMPETENCIES and Suggested Objective(s):

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Develop an awareness of the history and role of journalism in our society. (R, W, S, L, V)**

   a. Define responsibilities and role of the communications media, identifying the legal and ethical restrictions.
   b. Identify the relationship of a free press to a democratic society, tracing the historical development of newspapers and/or other media.
   c. Identify careers related to the field of journalism, such as advertising, reporting, editing, public relations, photography, radio/television production, commercial art, graphic art.

   Suggested Teaching Strategies:
   - *Students will role play a demonstration of freedom of the press.*
   - *Students will write and perform as a group a skit of a mock libel trial.*
   - *Students will research and report on historical developments that led to freedom of the press.*
   - *Students will interview professionals in the journalism field and report on their findings.*

2. **Develop skills in evaluating journalistic reports. (R, W, S, L, V)**

   a. Differentiate between fact and opinion.
   b. Detect inaccuracies and bias in news coverage.
   c. Classify the content of newspapers/broadcast news.

Suggested Teaching Strategies:

- *Students will listen to a broadcast report and scan a newspaper for inaccurate reporting.*
- *Students will write or give an oral report contrasting an editorial with a news story.*
- *Have groups of students color-code types of articles within an issue of a newspaper and discuss.*

3. Develop journalistic writing skills. (R, W, S, L, V)

a. Identify news, elements of news, news sources, and beats.
b. Develop effective interview techniques.
c. Develop techniques in researching and "backgrounding" written reports.
d. Present facts without editorializing.
e. Write effective leads.
f. Identify the five W's (who, what, when, where, why or how) of news writing.
g. Identify and write the basic inverted pyramid structure of a news story.
h. Identify and compose the elements of feature writing—structure, topics, and sources.
i. Recognize and develop categories of specialized writing including opinion, captions, broadcast reports, headlines, and yearbook copy.

Suggested Teaching Strategies:

- *Students will brainstorm for news sources and beats.*
- *Students will role play reporter and interviewee in various situations and with various personalities.*
- *Students will research for a writing assignment, using the library and technology resources.*
- *Students will go on reporting assignments, including some one-on-one interviews.*
- *Students will reassemble cut-up news stories into inverted pyramid order.*
- *Given knowledge of different types of leads, students will write leads for four or five news stories from which the original leads have been removed.*
- *Students will highlight the five W's in a selected article.*
- *Students report on an imaginary dinner party to which five famous people, living or deceased, are invited. Each guest is asked two questions. Report (written, recorded or videotaped) will describe party, questions and answers and reporter's attempts at getting at the "truth."*

4. Develop proficient editing skills. (R, W)

a. Use copy symbols and stylebook to proofread/copyedit writing for errors in content, organization, grammar, and accuracy.

Suggested Teaching:

- *Students will edit/copyread each other's work.*

5. **Understand the role of advertising. (R, W, S, L, V)**

   a. Recognize the role of advertising in the communications media.
   b. Develop techniques in designing advertisements.

Suggested Teaching:

- *Students will write and design an advertisement.*
- *Students will critique professional advertisements.*

6. **Demonstrate knowledge of art, photography, and design for communications media. (R, V)**

   a. Recognize basic rules of layout and page design, including typography.
   b. Identify uses of photography in publication and develop skills in using photography for publication.

Suggested Teaching Strategy:

- *Students will collect examples of good and poor layout design, photography, and typography in publication.*

7. **Understand the role of electronic publishing. (R, W, S, L, V)**

   a. Students will be introduced to electronic publishing and other uses of technology in the communications media.

Suggested Teaching Strategies:

- *Students will observe different desktop publishing software programs.*
- *Students will tour a newsroom and observe technological tools used to produce news today.*
- *Each student will assemble a tabloid newspaper about his/her life, real or fictional, writing 8 stories, using photos/art design, masthead and doing layout.*

JOURNALISM LABORATORY I, II, III
COURSE DESCRIPTION
(Prerequisite: Introduction to Journalism)
One-year elective each, Grades 9-12

In Journalism Laboratory, students will perform specific duties with leadership functions to be outline, assigned, and evaluated by the advisor/teacher according to the nature of the publication and staff organization. Development and evaluation of skills will be individualized and performance-based, varying in publication style and content and in nature of assigned duties. By the Laboratory II level, individual skills should be developed to marketable levels with decision-making capabilities for entry-level positions in the field or on college publication staffs. The publications from these classes should be distributed for critical appraisal and enjoyment of others and entered for critical review by a rating service outside the school. In Laboratory III, students assume management/editorial positions for the publications staff in addition to duties acquired in previous laboratories. Each Journalism Laboratory Course is a one Carnegie unit credit.

COMPETENCIES and Suggested Objective(s):

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. **Develop an awareness of the history and role of journalism in our society. (R, W, S, L, V)**

    a. Demonstrate a knowledge of skills, training and aptitude for journalism careers.
    b. Demonstrate management/editorial competencies for school publications.
    c. Develop standards for school publications.

    Suggested Teaching Strategies:
    - *Students will role play a demonstration of freedom of the press.*
    - *Students will write and perform as a group a skit of a mock libel trial.*
    - *Students will research and report on historical developments that led to freedom of the press.*
    - *Students will interview professionals in the journalism field and report on their findings.*

2. **Develop journalistic writing and editing skills. (R, W, L, V)**

    a. Demonstrate skills in specialized writing, such as columns, reviews, speech coverage, the meeting story.
    b. Create newspaper/yearbook/creative writing magazine pages as needed.
    c. Develop advanced editing skills.

Suggested Teaching Strategies:

- *Students will brainstorm for news sources and beats.*
- *Students will role play reporter and interviewee in various situations and with various personalities.*
- *Students will research for a writing assignment, using the library and technology resources.*
- *Students will go on reporting assignments, including some one-on-one interviews.*
- *Students will reassemble cut-up news stories into inverted pyramid order.*
- *Given knowledge of different types of leads, students will write leads for four or five news stories from which the original leads have been removed.*
- *Students will highlight the five W's in a selected article.*
- *Students report on an imaginary dinner party to which five famous people, living or deceased, are invited. Each guest is asked two questions. Report (written, recorded or videotaped) will describe party, questions and answers and reporter's attempts at getting at the "truth."*
- *Students will edit/copyread each other's work.*

3. Understand the role of advertising/marketing. (R, W, S, L, V)

a. Develop techniques in selling and designing advertisements.

Suggested Teaching:

- *Students will write and design an advertisement.*
- *Students will critique professional advertisements.*

4. Understand the knowledge of art, photography, and design for communications media. (R, W, V)

a. Develop skills in using photography.
b. Develop skills in artwork and design.

Suggested Teaching Strategy:

- *Students will collect examples of good and poor layout design, photography, and typography in publication.*

5. Understand the role of electronic publishing and other uses of technology in the communications media. (R, W, V)

a. Develop skills in desktop publishing and other communications technologies.

Suggested Teaching Strategies:

- *Students will observe different desktop publishing software programs.*
- *Students will tour a newsroom and observe technological tools used to produce news today.*
- *Each student will assemble a tabloid newspaper about his/her life, real or fictional, writing 8 stories, using photos/art design, masthead and doing layout.*

ORAL COMMUNICATION—Middle School

COURSE DESCRIPTION

No credit, elective

Oral Communication for middle school is a non-credit elective course that builds important communication skills that will enhance all aspects of the individual's life. This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. The oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V-Visual) (K-Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R-Rubric)

1. **Develop proficient speaking skills. (R, W, S, L, V)**

    a. Analyze characteristics of desirable voice quality.
    b. Establish acceptable pronunciation patterns and proficient functional English usage.
    c. Practice voice projection, modulation, and enunciation, building natural and effective speech habits.
    d. Expand and apply vocabulary when speaking.
    e. Analyze personal speech patterns for purpose of building on strengths and correcting weaknesses.

2. **Develop listening skills. (W, S, L)**

    a. Differentiate between hearing and listening.
    b. Identify the responsibilities of an effective listener.
    c. Analyze barriers to effective listening and ways to overcome them.

3. **Gain self-confidence and self-esteem as a result of experiencing public speaking. (R, W, S, L, V)**

    a. Recognize the value of a positive self-image.
    b. Identify the components of self-concept.
    c. Recognize the positive contribution of good oral expression to self-esteem and personality development by identifying the strong and weak points of self.

4. **Use human relation skills when communicating with different audiences. (R, W, S, L, V)**

   a. Recognize the importance of speech communication.
   b. Identify components of the communication process and their complexities by analyzing the barriers to effective communication.
   c. Analyze an audience and adapt speaking to the situation.
   d. Identify the roles people play in different settings.

5. **Determine the meaning and use of nonverbal communication. (R, W, S, L, V)**

   a. Acquire, interpret, and evaluate nonverbal messages.
   b. Determine proper dress for a speech or job interview.
   c. Demonstrate effective gestures for public speaking.

6. **Research, analyze, and compile data to prepare and deliver effective speeches. (R, W, S, L, V)**

   a. Recognize barriers that prevent communication and keep channels of communication clear.
   b. Analyze issues by finding, validating, and qualifying the best available data.
   c. Prove a point through effective use of supporting material.
   d. Arrange main and subordinate points in logical, consistent sequence.
   e. Construct effective introductions and conclusions for all types of speeches.
   f. Gain public speaking experience by participating in the delivery of varied types of speeches.

7. **Practice oral communication through a variety of activities. (S, L, V)**

   a. Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both for times as group member and as group leader.
   b. Practice using parliamentary procedure, learning why rules are needed in society, and building effective use of the motions that will allow for effective participation in formal decision-making groups.
   c. Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.
   d. Explore drama through either attending a live performance or watching an appropriate video tape of a stage production, then discussing the technical responsibilities of staging the production.

   Suggested Teaching Strategies:

   - *Students will research an idea, prepare a piece of legislation, and participate in a mock congress.*

- *Students will give oral book reports.*
- *Students will participate in small groups, then report to the larger group.*
- *Students will participate in a choral reading of literature.*
- *Students will interpret a poem or a prose passage orally.*
- *Students will view a play; for example,* **The Glass Menagerie**.
- *Students will prepare and present scenes from books or plays they have read.*
- *Students will prepare and act out a one-act play.*
- *Students will read to a preschool or early elementary group of children, using the voice of the character in the story.*
- *Students will study the life and works of a poet. They will create a scrapbook that includes the life of the poet, some poetry and a critique of at least one poem. They will present their research to the class and read their choice of a favorite poem. Part of the presentation may be on video or audio tape.*

ORAL COMMUNICATION I
COURSE DESCRIPTION
One-year elective, Grades 9-12

The Oral Communication I course builds important communication skills that will enhance all aspects of the individual's life. This course, for one Carnegie unit credit, includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. The oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V-Visual) (K-Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R-Rubric)

1. **Develop proficient speaking skills. (R, W, S, L, V)**

   a. Analyze characteristics of desirable voice quality.
   b. Establish acceptable pronunciation patterns and proficient functional English usage.
   c. Practice voice projection, modulation, and enunciation, building natural and effective speech habits.
   d. Expand and apply vocabulary when speaking.
   e. Analyze personal speech patterns for purpose of building on strengths and correcting weaknesses.

   Suggested Teaching Strategies:
   - *Students will listen to recordings of speeches and evaluate effective vocal traits.*
   - *Students will practice recording errors in pronunciation or English usage by keeping a journal that lists errors observed.*
   - *Students will study a word a day on the board to incorporate into the class activities as many ways as possible that day and as often as appropriate in the days that follow.*
   - *Students will use a one-minute selection to evaluate their vocal delivery; they will read in a normal voice to record the passage, and then allow for student evaluations, then re-record to note improvement.*

2. Develop listening skills. (W, S, L)

a. Differentiate between hearing and listening.
b. Identify the responsibilities of an effective listener.
c. Analyze barriers to effective listening and ways to overcome them.
d. Demonstrate listening skills.

Suggested Teaching Strategies:

- *Students will listen to a story or a process with many details, then write down as many as possible.*
- *Students will listen to the description of a design made up of shapes and letters, then will sketch the design; the accuracy of the sketch will serve as an evaluation tool for both the student and the teacher.*

3. Gain self-confidence and self-esteem as a result of experiencing public speaking. (R, W, S, L, V)

a. Recognize the value of a positive self-image.
b. Identify the components of self-concept.
c. Recognize the positive contribution of good oral expression to self-esteem and personality development by identifying the strong and weak points of self.

Suggested Teaching Strategies:

- *Students will create a collage that depicts their individual personalities.*
- *Students will identify an adult that the class agrees has a positive self-concept, then list the individual's personality traits that contribute to that image.*

4. Use human-relations skills when communicating with different audiences. (R, W, S, L, V)

a. Recognize the importance of speech communication.
b. Identify components of the communication process and their complexities by analyzing the barriers to effective communication.
c. Analyze an audience and adapt speaking to the situation.
d. Identify the roles people play in different settings.

Suggested Teaching Strategies:

- *Students will search the newspapers and news magazines for national or world conflict and identify the communication failures that contribute to conflict.*
- *Students will brainstorm the roles people play in the classroom, then discuss the similarity of the microcosm of the classroom to the macrocosm of the world.*
- *Students will practice analyzing an audience by having other students play an audience that is positive, neutral, disinterested, hostile or opposed.*

5. **Determine the meaning and use of nonverbal communication. (R, W, S, L, V)**

   a. Acquire, interpret, and evaluate nonverbal messages.
   b. Determine proper dress for a speech or job interview.
   c. Demonstrate effective walk patterns and gestures for public speaking.

   Suggested Teaching Strategies:
   - *Students will dress for success for one activity during the course.*
   - *Students will practice the triangle walk pattern.*

6. **Research, analyze, and compile data to prepare and deliver effective speeches. (R, W, S, L, V)**

   a. Recognize barriers that prevent communication and keep channels of communication clear.
   b. Analyze issues by finding, validating, and qualifying the best available data.
   c. Prove a point through effective use of supporting material.
   d. Arrange main and subordinate points in logical, consistent sequence.
   e. Construct effective introductions and conclusions for all types of speeches.
   f. Gain public speaking experience by participating in the delivery of varied types of speeches.

   Suggested Teaching Strategy:
   - *Students will research, prepare, and deliver such speeches as those for introductions, explanations of procedure, information, or persuasion.*

7. **Practice oral communication through a variety of activities. (R, W, S, L, V)**

   a. Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both for times as group member and as group leader.
   b. Practice using parliamentary procedure, learning why rules are needed in society, and building effective use of the motions that will allow for effective participation in formal decision-making groups.
   c. Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.
   d. Explore drama through either attending a live performance or watching an appropriate video tape of a stage production, then discussing the technical responsibilities of staging the production.
   e. Explore simplified varsity debate.
   f. Explore the dynamics of mass communication, including the Internet.

Suggested Teaching Strategies:

- *Students will research an idea, prepare a piece of legislation, and participate in a mock congress.*
- *Students will fill out a job application, then participate in a mock interview based upon the information they supply.*
- *Students will view a play; for example,* ***The Glass Menagerie****.*
- *Students will participate in a simplified varsity debate.*
- *Students will participate in the videotaping of a mock news broadcast.*
- *Students will stage a reader's theater presentation of selected scenes from a play.*
- *Students will observe the school's home page on the Internet and discuss the mass audience that it reaches.*

ORAL COMMUNICATION II
COURSE DESCRIPTION
One-year elective, Grades 10-12

The Oral Communication II course, for one Carnegie unit credit, further develops important communication skills that will enhance all aspects of the individual's life. This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. The oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies: (A - Auditory) (V-Visual) (K-Kinesthetic)
Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R-Rubric)

1. Develop proficient speaking skills. (R, S, L, V)

a. Practice using the voice to create character and establish tone and mood.
b. Practice acceptable pronunciation patterns and proficient functional English usage.
c. Practice voice projection, modulation, and enunciation, building natural and effective speech habits appropriate for specific situations.
d. Expand and apply vocabulary when speaking.
e. Analyze personal speech patterns for purpose of building on strengths and correcting weaknesses.

Suggested Teaching Strategies:

- *Students will practice reading the dialogue of fictional characters to recreate the personality of the individual portrayed.*
- *Students will view news broadcasts and identify the speech patterns used by successful presenters, then will practice using those skills in their own broadcast presentations.*
- *Students will study the vocabulary of the different activities they practice, using the language appropriate to debate or parliamentary procedure or broadcasting.*

2. Develop listening skills. (W, S, L)

a. Practice good listening skills.
b. Practice critiquing both interpreters and speakers.

Suggested Teaching Strategy:

- *Students will use a checklist as they listen to an oral interpretation presentation or a speech to critique the performance.*

3. **Gain self-confidence and self-esteem as a result of experiencing public speaking. (S, L)**

   a. Demonstrate skills of effective oral communication.
   b. Develop a distinctive speaking style.
   c. Develop skills in expressing opinions.

   Suggested Teaching Strategies:

   - *Students will be encouraged to prepare for and participate in speech competition with other schools in order to measure their individual performance against others in their rounds.*
   - *Students will be encouraged to research and prepare thoroughly in order to have the material to participate with confidence and pride.*

4. **Use human-relations skills when communicating with different audiences. (R, W, S, L, V)**

   a. Direct a group in completing a task.
   b. Explain why rules are needed in society.
   c. Identify the order of business used by most formal decision-making groups.

   Suggested Teaching Strategies:

   - *Students will participate in a small group as group leader, fulfilling all responsibilities of that role.*
   - *Students will interview parents, grandparents, neighbors, employers, etc. to find out which organizations use parliamentary procedure in any way.*
   - *Students will study **Robert's Rules of Order**.*
   - *Students will practice decision-making through the procedures outlined by **Robert's**.*

5. **Determine the meaning and use of nonverbal communication. (R, W, S, L, V)**

   a. Identify purposes of nonverbal communication.
   b. Identify ways nonverbal communication contributes to communication breakdown.
   c. Demonstrate decoding of nonverbal messages.
   d. Use nonverbal signs appropriate for a given situation.

Suggested Teaching Strategies:
- *Students will brainstorm for different means of nonverbal communication and identify the purpose of each.*
- *Students will list both of the ways that nonverbal communication can contribute to communication breakdown through making a list for how* ***omissions*** *and* ***commissions*** *of nonverbal communication contribute to the success of failure of the speaker.*
- *Students will practice effective nonverbal communication through gesture and stance.*

6. Research, analyze, and compile data to prepare and deliver effective speeches. (R, W, S)

a. Practice impromptu speaking.
b. Practice extemporaneous speaking.
c. Practice analyzing a topic, researching a topic, writing an oratory, memorizing the oratory, and delivering it with style.

Suggested Teaching Strategies:
- *Students will research, prepare, and deliver speeches for class participation.*
- *Students will be encouraged to compete in speech tournaments.*
- *Students will present a public forensics performance.*

7. Practice oral communication through a variety of activities. (R, S, L)

a. Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both as group member and as group leader.
b. Practice using parliamentary procedure, learning why rules are needed in society and building effective use of the motions that will allow for effective participation in formal decision-making groups.
c. Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.

Suggested Teaching Strategies:
- *Students will research an idea, prepare a piece of legislation, and participate in a mock congress.*
- *Students will fill out a job application, then participate in a mock interview based upon the information they supply.*

PUBLIC SPEAKING
COURSE DESCRIPTION
One-semester elective

The Public Speaking course, for one-half Carnegie unit credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective speeches and practice in making those speeches. Skill in public speaking helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V-Visual) (K-Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R-Rubric)

1. **Develop proficient speaking skills. (R, W, S, L, V)**

   a. Manage language orally so that ideas are stated clearly.
   b. Practice voice projection, modulation, and pronunciation.
   c. Build natural and effective speech habits based on good, functional English usage.
   d. Expand personal vocabulary.

   Suggested Teaching Strategies:
   - *Students will use a recording device as they speak in order to evaluate their own*
   - *speaking skills.*
   - *Students will listen to one of their speeches with a teacher who will critique the speech as they listen to it.*
   - *Students will use a thesaurus to identify other terms that would have improved the vocabulary of the speech.*

2. **Develop listening skills. (L)**

   a. Practice identifying and avoiding barriers to good communication.
   b. Listen accurately, appreciatively, and critically.

   Suggested Teaching Strategies:
   - *Students will role play barriers to good communication, then identify ways to prevent those barriers through group discussion.*

- *Students will practice being good critics, listening for both aspects of the speaker's performance that are commendable and those that need improvement.*
- *Students will understand the role of the nonverbal behavior of the listener and will practice good non-verbal behavior as they listen to other students' speeches.*

3. Gain self-confidence and self-esteem as a result of experiencing public speaking. (S, L, V)

a. Recognize the contribution that skill in public speaking provides for the adult world.

Suggested Teaching Strategies:

- *Students will present multiple speeches and will experience more composure each time they present a speech before a group.*
- *Students will identify and practice good relaxation exercises for avoiding stage fright.*

4. Use human-relations skills when communicating with different audiences. (R, W, S, L, V)

a. Identify the components underlying the communication process.
b. Control and guide the concentration of the audience upon the message produced by the speaker.
c. Analyze an audience and adapt speaking to the situation.

Suggested Teaching Strategies:

- *Students will understand the cycle of the communication process that begins with the speaker, extends to the listener, then returns to the speaker with feedback.*
- *Students will practice identifying the audience for each speech they are to prepare so that they can select appropriate language and arguments for the group to be addressed.*
- *Students will practice the art of persuasion, working to change the audience members' beliefs through a blend of emotion, argument, and logic.*

5. Determine the meaning and use of nonverbal communication. (R, W, S, L, V)

a. Identify nonverbal barriers to communication.
b. Acquire, interpret, and evaluate nonverbal messages.

Suggested Teaching Strategies:

- *Students will keep a journal of examples of nonverbal barriers to communication and use the information gathered there as a basis for small group discussion of behaviors to be avoided.*
- *Students will make a video recording of the performances of several individuals; they will then participate in an evaluative discussion of the messages sent, the meaning, and the effectiveness of the nonverbal behavior.*

6. Research, analyze, and compile data to prepare and deliver effective speeches. (R, W, S, L)

a. Analyze issues and find, validate, and qualify the best available data.
b. Prove a point through effective use of supporting materials.
c. Arrange main and subordinate points in logical, consistent sequence.
d. Construct effective introductions and conclusions for all types of speeches.
e. Gain public speaking experience by participating in the delivery of varied types of speeches.

Suggested Teaching Strategies:

- *Students will practice developing speech outlines which they will use in the delivery of their speeches.*
- *Students will practice using quotation books, collections of fables, and hypothetical examples for material for introductions and conclusions.*
- *Students will research, write, and deliver a variety of speeches; e.g., introductions of fellow classmates (informative), demonstrations, after-dinner addresses, persuasive addresses, inspirational messages.*

DEBATE I

COURSE DESCRIPTION

One-semester or one-year elective, Grades 9-12

The Debate I course, a one-semester course for one-half Carnegie unit credit or a two-semester course for one credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V-Visual) (K-Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R-Rubric)

1. **Develop proficient speaking skills. (R, W, S, L, V)**

   a. Practice both prepared and extemporaneous delivery.
   b. Expand personal vocabulary.

   Suggested Teaching Strategies:
   - *Students will practice extemporaneous speaking on current events.*
   - *Students will practice delivering effective rebuttals extemporaneously.*
   - *Students will practice delivering prepared cases.*
   - *Students will practice delivering memorized oratories.*

2. **Develop listening skills. (L)**

   a. Identify the main points of an opponent's speech.
   b. Recognize fallacies when used in an opponent's speech.

   Suggested Teaching Strategies:
   - *Students will practice flowing a debate.*
   - *Students will study different types of fallacies and identify their use in weak arguments.*

3. **Gain self-confidence and self-esteem as a result of participating in debate. (R, W, S, L, V)**

   a. Recognize the contribution that skill in debate provides for the adult world.

   Suggested Teaching Strategies:
   - *Students will practice debate both within the school and in multi-school tournaments to evaluate their ability to debate effectively.*
   - *Students will interview professionals in a variety of careers to find those that use the research, analysis, critical listening, and presentation skills developed in debate.*

4. **Use human-relations skills when communicating with different audiences. (R, W, S, L, V)**

   a. Identify the components underlying the communication process.
   b. Control and guide the concentration of the audience upon the message produced by the speaker.
   c. Analyze an audience and adapt speaking to the situation.

   Suggested Teaching Strategies:
   - *Students will practice debating for a variety of judges, learning to adapt arguments to make them more appealing for the individual judge in the round.*
   - *Students will practice "signposting" arguments to assist both their opponents and their judges in following their argument.*

5. **Understand the role of nonverbal communication. (R, W, S, L, V)**

   a. Identify nonverbal barriers to communication.
   b. Acquire, interpret, and evaluate nonverbal messages.

   Suggested Teaching Strategies:
   - *Students will practice effective walk patterns for speech delivery.*
   - *Students will practice effective gestures for speech delivery.*
   - *Students will practice effective stances for cross-examination in debate.*

6. **Research, analyze, and compile data to prepare and deliver effective speeches. (R, W, L,V)**

   a. Apply effective research skills to find the best available information.
   b. Critically analyze factual material toward resolving conflict.
   c. Organize data effectively through sound reasoning.

Suggested Teaching Strategies:

- *Students will participate in congressional debate in mock legislatures.*
- *Students will participate in mock trial.*
- *Students will write cases, read philosophy, and participate in Lincoln-Douglas Debate, researching multiple topics within the year course.*
- *Students will practice impromptu speaking.*
- *Students will read, file, and use information from current news sources for developing and delivering extemporaneous speeches.*

NOTE: Students earning a full credit will participate in more of these strategies and do research and case writing for more topics.

DEBATE II

COURSE DESCRIPTION

One-semester or one-year elective, Grades 10-12

Debate II, a one-semester course for one-half Carnegie unit credit or a two-semester course for one credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V-Visual) (K-Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R-Rubric)

1. **Develop proficient speaking skills. (R, W, S, L, V)**

   a. Practice extemporaneous delivery without notecards.
   b. Practice polished, memorized delivery of oratory.
   c. Practice persuasive delivery of both constructive and rebuttal speeches.
   d. Expand personal vocabulary.

   Suggested Teaching Strategies:
   - *Students will practice extemporaneous speaking on current events without a notecard.*
   - *Students will practice delivering effective rebuttals extemporaneously.*
   - *Students will practice delivering prepared cases.*
   - *Students will practice delivering memorized oratories.*

2. **Develop listening skills. (W, S, L, V)**

   a. Identify the main points of an opponent's speech.
   b. Recognize fallacies when used in an opponent's speech.
   c. Identify the underlying purpose of a question in cross-examination.

   Suggested Teaching Strategies:
   - *Students will practice flowing a debate.*
   - *Students will study different types of fallacies and identify their use in weak arguments.*

- *Students will practice developing questions for cross-examination periods that seek information, set up the basis for a future argument, or establish that their opponent does not understand an argument; then they will practice listening for the purpose behind questions asked of them.*

3. **Gain self-confidence by demonstrating a facility for presenting a sustained, reasoned argument. (R, W, S, L, V)**

   a. Recognize the contribution that skill in debate provides for the adult world.

   Suggested Teaching Strategies:
   - *Students will practice debate both within the school and in multi-school tournaments to evaluate their ability to debate effectively.*
   - *Students will assess the skills they are building and the interests they are identifying to evaluate possible career choices.*

4. **Use human relations skills when communicating with different audiences. (R, W, S, L, V)**

   a. Identify the components underlying the communication process.
   b. Control and guide the concentration of the audience upon the message produced by the speaker.
   c. Analyze an audience and adapt speaking to the situation.

   Suggested Teaching Strategies:
   - *Students will practice debating for a variety of judges, learning to adapt arguments to make them more appealing for the individual judge in the round.*
   - *Students will practice "signposting" arguments to assist both their opponents and their judges in following their argument.*

5. **Determine the meaning of nonverbal communication. (R, W, S, L, V)**

   a. Identify nonverbal barriers to communication.
   b. Acquire, interpret, and evaluate nonverbal messages.

   Suggested Teaching Strategies:
   - *Students will practice effective walk patterns for speech delivery.*
   - *Students will practice effective gestures for speech delivery.*
   - *Students will practice effective stances for cross-examination in debate.*

6. **Research, analyze, and compile data to prepare and deliver effective speeches. (R, W, L, V)**

   a. Apply effective research skills to find the best available information.
   b. Critically analyze factual material toward resolving conflict.
   c. Organize data effectively through sound reasoning.

   Suggested Teaching Strategies:
   - *Students will participate in congressional debate in mock legislatures.*
   - *Students will participate in mock trial.*
   - *Students will write cases, read philosophy, and participate in Lincoln-Douglas Debate, researching multiple topics within the year course.*
   - *Students will practice impromptu speaking.*
   - *Students will read, file, and use information from current news sources for developing and delivering extemporaneous speeches.*

NOTE: Students earning a full credit will participate in more of these strategies and do research and case writing for more topics.

DEBATE III

COURSE DESCRIPTION

One-year elective

The Debate III course, for one Carnegie unit credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V-Visual) (K-Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R-Rubric)

1. **Develop proficient speaking skills. (R, W, S, L, V)**

   a. Polish extemporaneous delivery without notecards.
   b. Practice persuasive delivery of both constructive and rebuttal speeches.
   c. Expand personal vocabulary.

   Suggested Teaching Strategies:
   - *Students will practice extemporaneous speaking on current events without a notecard.*
   - *Students will practice delivering effective rebuttals extemporaneously.*
   - *Students will practice delivering prepared cases.*
   - *Students will practice using time effectively to cover a wide array of arguments in a timed environment.*

2. **Develop listening skills. (W, S, L, V)**

   a. Identify the main points of an opponent's speech.
   b. Identify the underlying purpose of a question in cross-examination.

   Suggested Teaching Strategies:
   - *Students will practice flowing a debate.*
   - *Students will practice developing questions for cross-examination periods that seek information, set up the basis for a future argument, or establish that their opponent does not understand an argument; then they will practice listening for the purpose behind questions asked of them.*

3. **Gain self-confidence by demonstrating a facility for presenting a sustained, reasoned argument. (R, W, S, L, V)**

   a. Recognize the contribution that skill in debate provides for the adult world.

   Suggested Teaching Strategies:
   - *Students will practice debate both within the school and in multi-school tournaments to evaluate their ability to debate effectively.*
   - *Students will assess the skills they are building and the interests they are identifying to evaluate possible career choices.*

4. **Use human-relations skills when communicating with different audiences. (R, W, S, L, V)**

   a. Identify the components underlying the communication process.
   b. Control and guide the concentration of the audience upon the message produced by the speaker.
   c. Analyze an audience and adapt speaking to the situation.
   d. Practice working with a partner in formulation and delivery of arguments.

   Suggested Teaching Strategies:
   - *Students will practice debating for a variety of judges, learning to adapt arguments to make them more appealing for the individual judge in the round.*
   - *Students will practice "signposting" arguments to assist both their opponents and their judges in following their argument.*
   - *Students will practice policy debate, working with a partner on all aspects of the activity.*

5. **Determine the meaning and use of nonverbal communication. (R, W, S, L, V)**

   a. Identify nonverbal barriers to communication.
   b. Acquire, interpret, and evaluate nonverbal messages.

   Suggested Teaching Strategies:
   - *Students will practice effective walk patterns for speech delivery.*
   - *Students will practice effective gestures for speech delivery.*
   - *Students will practice effective stances for cross-examination in debate.*

6. **Research, analyze, and compile data to prepare and deliver effective speeches. (R, W, S, L, V)**

   a. Apply effective research skills to find the best available information.
   b. Critically analyze factual material toward resolving conflict.
   c. Organize data effectively through sound reasoning.
   d. Practice participating in policy debate by researching, organizing a case and arguments, and delivering the arguments under the time restraints established for the activity.

Suggested Teaching Strategies:

- *Students will participate in congressional debate in mock legislatures.*
- *Students will participate in mock trial.*
- *Students will write cases, read philosophy, and participate in Lincoln-Douglas Debate, researching multiple topics within the year course.*
- *Students will write cases and arguments, research the case area, and participate in policy debate on the annual topic.*
- *Students will practice impromptu speaking.*
- *Students will read, file, and use information from current news sources for developing and delivering extemporaneous speeches.*

The Oral Communication and Journalism electives were written under the supervision of Linda Irby, Ph.D., English/Foreign Language Specialist, Mississippi Department of Education (1997-1998). The Oral Communication and Journalism Writing and Advisory Team members include the following:

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APPENDIX I:

ASSESSMENTS

Suggested Assessment Methods

Grades K-12

- **Anecdotal Records** - teacher narratives, recording students' behavior when working independently or with other students. A short, vivid, unbiased written record that describes one classroom event and interaction.
- **Authentic Assessment** - assessment that grows out of actual tasks and students' work in the classroom
  - samples over time rather than one setting
  - assesses real-learning
  - involves problem-solving
  - is embedded in the curriculum
  - is process oriented.
- **Checklist** - a list of selected behavior/skills precisely defined, whose presence or occurrence may be indicated with a check.
- **Class Tests** - teacher- or student-generated questions completed by students in oral or written form.
- **Demonstrations** - student presentations showing how they have transformed ideas into something concrete, observable forms through visual, audio, artistic, dramatic, movement, and/or musical modes.
- **Exhibitions** - shared or displayed classroom work for someone other than the teacher.
- **Logs/Journals** - continuous and systematic recording, usually in writing, but sometimes on audio or videotape, or through use of multimedia, providing an opportunity for students to reflect on their learning and reading.
- **Miscue Analysis** - a system of identifying which strategies a student is employing while reading, thus allowing a teacher to analyze strengths and weaknesses in the three reading cueing systems (semantic, syntactic, graphophonic). Miscue analysis often involves assessment of ability to retell stories.
  - semantic: a system of "meaning" cues from the text
  - syntactic: a system of grammatical cues such as word order
  - graphophonic: a system of correspondence between letters and sounds
- **Observation Checklists** - lists of established criteria used to evaluate student performance either individually or collectively.
- **Oral Presentations** - student speeches, stories, retellings, recitations, dramatizations, videos, debates, and interpretations usually evaluated through use of predetermined criteria.
- **Peer Responses** - a student sharing work with another student to get constructive criticism.
- **Portfolios** - an expanded definition of assessment in which a variety of indicators of students' learning and development are gathered from a variety of situations.
- **Reflection** - written oral comment by students reflecting on what they have learned, why they have learned, and how they have learned in an effort to see personal progress or growth.

- **Rubric** - a set of criteria seen by the student prior to engaging in language arts activities and identifying the qualities the teacher expects to see in a response representing engagement at several levels along a continuum or scale; a set of performance standards.
- **Self-Evaluation** - student identification of goals for reading, writing, speaking, listening, and viewing, and analysis of strengths and weaknesses as perceived according to use of checklists, conferences, narratives, teacher/student dialogue, and various combinations of these.
- **Student/Teacher Conferences** - a meeting between the student and teacher to analyze a student's strengths and weaknesses and set goals for further work. The meeting may be brief, lasting only a minute or so, or it may be longer and more extensive.
- **Teacher Observation** - documentation of student's performance by planned or unplanned observations.
- **Videotapes** - videotaped record of student performance providing feedback for both students and teacher on a given task.

Sample Rubric for Identifying Beginning Sounds

Grade K

3 - High Pass

- Students identify the beginning sound in their name correctly, find three objects that begin with the same letter as their name, and name the objects correctly.

2 - Pass

- Students identify the beginning sound of their name and correctly name three objects, but do not choose objects based on phonetic connections to their name.

1 - Needs Assistance

- Students lack language to name three objects correctly, have no knowledge of phonetic sounds in their name, and/or fail to respond appropriately.

Sample Rubric

First Grade

Assessment Rubric:

- One example of a rubric that could be used at the end of first grading period for Competencies 8 and 9 is shown below. This is only an example and can easily be altered to fit each teacher's individual needs.

Rubric Example:

- Students will write the title and author of a selection. Read the selection. Then draw a picture, name the main characters, or write a few words about their favorite part. Use □ or □ to show their feelings about the selection.

  Response includes:

  4 - All of the above
  3 - Three of the above
  2 - Two of the above
  1 - One of the above

Sample Writing Assessment Rubric

Grade 2

Score 3 - High Pass

- The student stays with the topic with minimal deviations.
- The student uses a title that may or may not relate to the story.
- The student writes some complete sentences.
- The student uses some story elements.
- The student uses some conventional spelling.
- The student develops a story with some sequence.

Score 2 - Pass

- The student deviates from the topic.
- The student uses a title not related to the topic.
- The student expresses some complete thoughts.
- The student uses one story element.
- The student uses some invented spelling, but it does not inhibit reader's understanding.
- The student may not tell the events in proper sequence.

Score 1 - Needs Assistance

- The student does not write about the topic.
- The student does not use a title.
- The student expresses self in a way that inhibits reader's understanding.
- The student does not demonstrate knowledge of story elements.
- The student does not demonstrate knowledge of sound/symbol relationships.
- The student does not tell the story in proper sequence.

Score 0 - No Response

Sample Writing Assessment Rubric

Grade 3

Score 3 - High Pass

- The student stays with the topic with minimal deviations.
- The student uses a title related to the story.
- The student writes in complete sentences.
- The student uses some story elements.
- The student uses mainly conventional spelling.
- The student develops story sequentially.

Score 2 - Pass

- The student deviates from the topic.
- The student uses a title not related to the topic.
- The student expresses complete thoughts, not necessarily complete sentences.
- The student uses one story element.
- The student uses some invented spelling, but it does not inhibit reader's understanding.
- The student may not tell the events in proper sequence.

Score 1 - Needs Revision

- The student does not write about the topic.
- The student does not use a title.
- The student expresses self in a way that inhibits understanding.
- The student does not demonstrate knowledge of story elements.
- The student does not demonstrate knowledge of sound/symbol relationships.
- The student does not tell the story in proper sequence.

Score 0 - No Response

Sample Generic Writing Assessment Rubric
Grades 4-12

Score 4
- The text conveys an impression of correctness, with few, if any, errors. Errors that occur may appear as a consequence of risk-taking in language use.
- The writer consistently:
  - develops the ideas into a complete, well-developed whole
  - purposefully orders ideas
  - uses varied sentence formation to create style and tone to enhance meaning
  - demonstrates correct usage, punctuation, spelling (both correct and phonetic/invented), and capitalization
- The text generally conveys an impression of correctness. The errors that occur may be of one or two types and occur infrequently. Sometimes errors that occur may appear as a consequence of risk-taking in language use.

Score 3
- The writer frequently:
  - partially develops the ideas, but the response is not a complete, well-developed whole
  - purposefully orders ideas
  - uses varied sentence formation to create style and tone to enhance meaning
  - demonstrates, for the most part, correct usage, punctuation, spelling (both correct and phonetic/invented), and capitalization

Score 2
- The text generally conveys an impression of partial understanding of subject and organization of the text. The increased frequency and type of errors demonstrate a limited control of language. Few, if any, errors that occur may appear as a consequence of risk-taking in language use.
- The writer sometimes:
  - tries to develop the ideas, but the response is not well-developed and is not complete
  - orders ideas, but there are some interruptions in the flow of the piece
  - uses some varied sentence formations to create style and tone to enhance meaning
  - demonstrates partial understanding of correct usage, punctuation, spelling (both correct and phonetic/invented), and capitalization

Score 1
- In portions of the text there is little evidence that the writer uses language choices and order for effective style, tone, and expression of meaning. Errors of several types occur, and they are repeated. Errors do not appear to be the result of risk-taking.

- The writer:
  - has not developed the ideas into a complete whole
  - shows limited purposeful ordering of ideas
  - seldom uses varied sentence formation to create style and tone to enhance meaning
  - demonstrates limited understanding of correct usage, punctuation, spelling (both correct and phonetic/invented), and capitalization

Score 0

- The writer:
  - gives no response
  - gives a response that is unscorable (e.g., it is illegible and/or incomprehensible)

Generic Rubric for Oral Presentation
Grades 4-8

Body Control - Poise (1-5 points each)
- Posture (also controls nervous movement)
- Eye contact
- Hand/upper body gestures
- Facial expression

Voice Control (1-5 points each)
- Projection
- Volume
- Rate (speed, pauses)
- Inflection

Visual Aids (1-5 points each)
- Appropriate
- Effective

TOTAL (50 points possible)

The teacher decides what level of performance should be expected at each grade level.

Reading Rubric
Grade 4

BEHAVIOR	RANKING (Poor to Excellent) 1	2	3	4
· Can express the unstated main idea of a story.				
· Can answer questions relating to cause/effect relationships.				
· Can predict outcomes.				
· Can compare and contrast.				
· Can draw conclusions.				

This rubric is written for 4th grade level. As needs arise, progression in behaviors will increase in difficulty such as analyzing character, understanding setting, summarizing plot, understanding dialogue, sensing mood, understanding genre, etc.

Suggested Assessments
Grades 9-12

Rubric for House on Mango Street
by Sandra Cisneros

House on Mango Street is written in episodic form, consisting of forty-four vignettes or sketches in the voice of the narrator - Esperanza - who, appropriately, opens her story with a reflection on her name. Students might read these sketches as if they were a series of journal entries written by a young girl who is very skillful at revealing the secrets of her character.

The suggested rubric asks the teacher to think of the book in three sections, each section covering perhaps thirteen or fourteen vignettes. Since the book lends itself well to discussion and the application of a book's themes, especially through the character's use of many figures of speech, the rubric allows the students to make connections, using imaginative phrasings, between their own lives and the themes in the book by composing pieces at the end of each section. The students will then format their pieces into their own creative books.

Teaching Strategies - After reading Sandra Cisneros' House on Mango Street, students will make a connection between the book's themes and their own lives. The resulting pieces of writing will be compiled into individual books.

Score 4
- Students show extra effort by composing three pieces per section of the book or a total of nine works.
- Students write no less than one-half page single-spaced for each piece of writing and format their writings to become a book.
- Students turn their work in on time.
- Students incorportate a variety of opening devices: (a) dialogue, (b) description of scene or character, (c) striking statement or fragment for effect. Students include dialogue, sensory details, physical details, and setting details, and an effective ending with excellent last line.
- Students have no spelling errors, unless an occasional homonym. Grammar and usage complement the contents.
- Students' pieces include an introduction that explains why the students placed each piece in a particular order in the book and why the students decided to write that particular piece.
- Students design an attractive book cover.
- Students show an understanding of the major themes of the book by composing vignettes about: (a) growing from innocence to experience; (b) the influence of family (parents, grandparents, siblings, cousins, etc.) on their lives; (c) the influence of neighbors, eccentric characters, or enemies on their lives; (d) the

dream of a better life; (e) how culture affects their lives (think of how culture has affected your life as a male or female, your environment, or your view of the world); (f) how poverty may have affected their lives or lives of the people they know; (g) how violence may have affected their lives or the lives of people they know; (h) any other topics in House on Mango Street.

- Students' pieces include figures of speech, such as similes and metaphors.

Score 3

- Students compose six pieces of writing.
- Students write no less than one-half page, single-spaced, for each of the six pieces of writing.
- Students turn in the six pieces of writing on time.
- Students incorporate some opening devices with adequate stylistic requirements.
- Students have no more than two spelling errors. Grammar and usage sometimes interfere with the reader's understanding of the pieces.
- Students have an appropriate explanation for the organization of pieces, but it is not as specific as in a piece that scores four (4).
- Students provide a creative book design.
- Students show adequate understanding of the major themes of the book.
- Students have at least three figures of speech in their books.

Score 2

- Students compose four pieces of writing.
- Students write no less than one-half page, single-spaced, for each of the four pieces of writing.
- Students turn in the four pieces of writing on time.
- Students make an attempt to incorporate opening devices to include a few appropriate details and to form a conclusion.
- Students' books are flawed with numerous spelling errors. Grammar and usage interfere with the reader's understanding of the pieces.
- Students' introductions to their books are vague and show little organizational planning.
- Students do not provide a book design.
- The students' pieces of writing show little understanding of the themes of the book.
- Students may have at least one figure of speech in their books.

Score 1

- Students compose less than four pieces.
- Students write much less than one-half page, single-spaced.
- Students do not turn work in on time.
- Students' works show little effort.
- Spelling errors and mistakes in grammar and usage prevent the students from communicating with the reader.
- Students' books have no introductions.
- Students do not provide a book cover.

- Students have no understanding of the themes of the book.
- Students do not include any figures of speech.

Score 0
- No response.
- Unscorable.

A Sample Analytical Rubric

This rubric is designed as a sample analytical rubric. Rubrics should be adjusted to satisfy curriculum components at any grade level. Any segment of this suggested analytical rubric should be adjusted by the teacher and/or students to satisfy a specific assignment. For example:

(a) The number and type of editors required could range from one to several peer-editors, parent-editors, or teacher-editors.

(b) Basic grammar, organization, and sentence structure (e.g., punctuation, paragraphing, spelling, etc.) might be required components of all pieces of writing while inserting specific grammatical and/or usage problems based on the focus of current classroom instruction (e.g., pronoun-antecedent agreement, subject-verb agreement, subject and object pronoun choices, etc.).

(c) Possible point values should be adjusted to correspond with the instructional focus of individual assignments and various grade levels.

(d) Decisions may be made to add or delete columns for self-evaluation and/or peer evaluation, in addition to teacher evaluation.

Rubrics should be planned and presented prior to working on assignments so that students understand the expectations for the finished product. The responsibility for development of rubrics should shift progressively from teacher-generated to student-generated (with teacher guidance).

	Points Possible	Student Evaluation	Teacher Evaluation
Research			
Variety of sources (5)	5		
Bibliography			
Complete	5		
Alphabetical order	2		
Punctuation	5		
Notecards			
Compete	5		
In order	2		
Notetaking style	5		
Writing Process (completion grade)			
First draft	5		
Second draft - revisions	10		
Editing partners	5		
Grammar/Usage			
Complete sentences	5		
Subject-verb agreement	5		
Paragraphing	5		
Spelling	5		
Final Product			
Neatness	5		
Illustration			
Effort	5		
Creative	5		
Content			
Organized	10		
Meets objective(s)	10		
On time	5		
Group Work			
Cooperation	5		
Good use of time	5		
Assumes role	5		
TOTAL	124		

Grade Conversion Scale: 124 - A

Anecdotal Record

Anecdotal records, positive comments that document the development and growth of children, can be kept in a variety of ways depending upon the organizational skills of the teacher. They depend on teacher interpretation and judgment and deal with what children can do, not what they cannot do. The teacher guides the student in selecting a goal to strive toward.

Comments like this are kept on lists of one kind or another. Some teachers like to keep running lists on post-its, clip boards, labels, etc., and then transfer these comments to a notebook with pages for each individual child. The teacher will select or develop an organizational method to meet individual instructional and learning needs.

Example:

Date	Name	Comment
1-20-96	Good Student	Good sequence, great description (dipped the paddle in deep as the honey golden sun reflected on the fish).

APPENDIX II:

RESOURCES

Resources

Districts are encouraged to develop reading lists of quality literature so that students read a variety of literary works. The resources listed below are for illustration only. They are not mandatory. Individual teachers should look for resources from colleagues, the school library, the public library, and through the investigation process.

Books

1. Authentic assessments
2. Award-winning books
   - Newberry
   - Caldecott
3. Basals
4. Bibliographies - age and interest appropriate
5. Big books
6. Library/classroom
7. Trade books

Catalogs

1. Professional
2. Supplies
3. Teacher

Media

1. Cassettes
2. CDS
3. Film
4. Opaque projectors
5. Overheads
6. Publications
   - Magazine
   - Newspaper
7. Records
8. Videos

Organizations

1. Educational
2. Professional

- Assembly of Rural Teachers of English (ARTE)

- Association for Childhood Education International (K - 8)
  11501 Georgia Avenue, Suite 315
  Wheaton, MD 20902
  Phone: 1-800-423-3563

- Association for Supervision and Curriculum Development
  1250 North Pitt Street
  Alexandria, VA 22314-1453

- International Reading Association
  800 Barkdale Road
  Box 8139
  Newark, DE 19714-8139
  Phone: 1-800-617-7323

- Mississippi Council of Teachers of English
  Delta State University
  Cleveland, MS 38733
  Phone: (601) 846-4081

- Mississippi Reading Association
  Box 771, Suite 804
  Sillers Building
  Jackson, MS 39205
  Phone: (601) 359-3778

- National Association for the Education of Young Children
  1834 Connecticut Ave. N.W.
  Washington, DC 20009-5786
  Phone: 1-800-424-2460

- National Council of Teachers of English
  1111 W. Kenyon Road
  Urbana, IL 61801
  Phone: (217) 328-3870

Technology

1. CD ROM
2. Computers
3. ETV
4. Satellite learning
5. VCR
6. Video disc

Trade Book Companies

1. Catalogs
2. Magazines
3. Trade book orders for students/teachers

APPENDIX III:

GLOSSARY

Glossary
Grades K-12

1. **Anecdotal Record** - recorded observations of students when working independently or with students.

2. **Assessment** - the process of gathering data in order to understand strengths and weaknesses of student learning.

3. **Class Tests** - written or oral tests which are teacher/student generated.

4. **Competency** - elements in the document representing a general concept or performance that is required to be taught to all students by the school district.

5. **Conference** - a meeting between the teacher and student in which the student's strengths and weaknesses are analyzed and goals for further work are set.

6. **Dialect** - a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

7. **Emergent Reading/Writing** - development of the association of print with meaning beginning with early reading and writing behaviors.

8. **Environmental Print** - print and other graphic symbols, in addition to books, that are found in the physical environment, such as street signs, billboards, television commercials, building signs, etc.

9. **Evaluation** - appraising or judging growth, product, process, or changes in these formally or informally.

10. **Fluency** - to read smoothly without hesitation and with comprehension.

11. **Genre** - a category used to classify literary works, usually by form, technique, or content.

12. **Goal** - a broad statement of what is to be accomplished.

13. **I-Search Paper** - a personal research project generated by a student's interest in answering a question or solving a problem. I-search involves research, note-taking, interviews, and observation, drawing all information into a narrative paper which explores the question, the need for the answer, the story of the search, and the answer or lack of answer to the question posed.

14. **Integrated Curriculum** - bringing together the concepts and skills of separately taught subjects to make them mutually reinforcing.

15. **Invented Spelling** - the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

16. **KWL** - a strategy developed that is especially useful for identifying purposes for learning. The term derives from what I know, what I want to learn, and what I have learned.

17. **Logs/Journals** - a writing activity which provides an opportunity for students to reflect on their learning, reading, thinking, etc., by recording personal stories, ideas, and feelings.

18. **Objective** - represents optional information provided to the district showing the progression of concepts and process skills throughout the grades.

19. **Observation Checklists** - the use of an established criteria to evaluate student performance either individually or collectively.

20. **Oral Presentations** - presentations in which storytelling, retellings, drama, favorite books, personal writings, etc., are utilized and evaluated according to a predetermined criteria.

21. **Phonics** - a way of teaching reading and spelling that stresses sound-symbol relationships, used especially in beginning instruction.

22. **Portfolios** - an expanded definition of assessment in which a variety of learning is gathered across many situations.

23. **Process of Writing** - a writing instruction model that views writing as an ongoing process and in which students follow a given set of procedures for planning, drafting, revising, editing, proofreading and correcting, and publishing (sharing by some means) their writing.

24. **Reading Process** - an act of reading taken as a whole; what happens when a reader processes text using meaning, structure, and visual aspects of print to comprehend.

25. **Reflection** - an approach to problem solving that emphasizes the careful consideration of all processes used in reaching a solution or producing a product.

26. **Risk-free Environment** - a classroom atmosphere in which the teacher accepts students' responses in a non-judgmental manner and uses the response positively to foster learning.

27. **Root Words** - the basic part of a word that usually carries the main component of meaning and that cannot be further analyzed without loss of identity; also known as base words.

28. **Rubrics** - consist of a fixed scale and a list of characteristics describing performance for each of the points on the scale. They promote learning by offering clear performance targets to students for agreed-upon standards. A rubric is presented to students along with the performance task because it states all the different major traits or dimensions to be examined.

29. **Self-evaluation** - a check which requires a student to analyze his/her strengths and weaknesses both formally and informally.

30. **Standard English** - that variety of American English in which most educational texts, government, and media publications are written in the United States.

31. **Strategy** - procedures used by teachers and students for thinking and problem-solving.

32. **Technical Writing** - communication of factual information used in directions, explanations, letters, forms, scientific papers, etc.

33. **Thematic Units** - the entire curriculum or part of the curriculum may be organized through thematic planning. Choice of interesting topics can increase motivation and add variety to teaching of concepts and skills. Integration of reading, writing, speaking, listening, and viewing may be facilitated through connecting to content from science, social studies, math, and literature. Major concepts from subject areas serve as the knowledge base and provide meaning and purpose for application of language arts processes.

34. **Venn Diagram** - overlapping circles that show features unique or common to two or more concepts.

35. **Viewing** - observing, interpreting, or representing information visually or graphically rather than exclusively with words.

36. **Writing Process** - the many aspects of the complex act of producing a written communication, specifically, planning or prewriting, drafting, revising, editing, and publishing.

APPENDIX IV:

INTRODUCTION TO THE PROCESS OF INSTRUCTIONAL INTERVENTION

Introduction to the Process of Instructional Intervention

In an effort to support Mississippi schools in developing and fostering a balanced approach to instruction, the Office of Instructional Development has developed Instructional Intervention Supplements for Reading and Writing to assist students in meeting competencies of the Mississippi Language Arts Framework. The Mississippi Language Arts Framework (including Supplements) is the most appropriate content to use in planning direct focused instruction. Teachers should use these documents in the process of prescribing and intervening according to the diagnosed needs of their students on a daily basis.

The Instructional Intervention Supplements were developed as part of the Mississippi Board of Education's Reading Initiative. There are three components for each supplement:

- **Benchmarks** (What students should know and be able to do to meet mandated competencies in the Mississippi Language Arts Framework.)
- **Assessments** (Informal and observational assessments to determine if benchmarks are being met.)
- **Instructional Intervention Strategies** (Specific intervention strategies that will assist a child in meeting a benchmark.)

The Mississippi Language Arts Framework includes the *K-8 Reading Instructional Intervention Supplements* and the *K-8 Writing Instructional Intervention Supplements* and provides the focus for direct instruction in Mississippi classrooms. The Mississippi Language Arts Framework includes seven broad goals for all students. Within each of these goals are competencies which must be met by all Mississippi students.

The *Reading Instructional Intervention Supplement* is designed as a resource for helping students to meet Goal 5 and its competencies:

Goal 5 Read and respond to literature and other forms of print

K-3 competencies:

- Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies.
- Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content.

4-8 competencies:

- Read independently with fluency and for meaning using a variety of strategies.
- Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.

The *Writing Instructional Intervention Supplement* is a resource for helping students to meet Goal 6 and its competencies:

Goal 6 Show increasing competence in understanding and using standard English to produce oral and written communication that is readily understood by others

K-3 competencies:

- Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking.

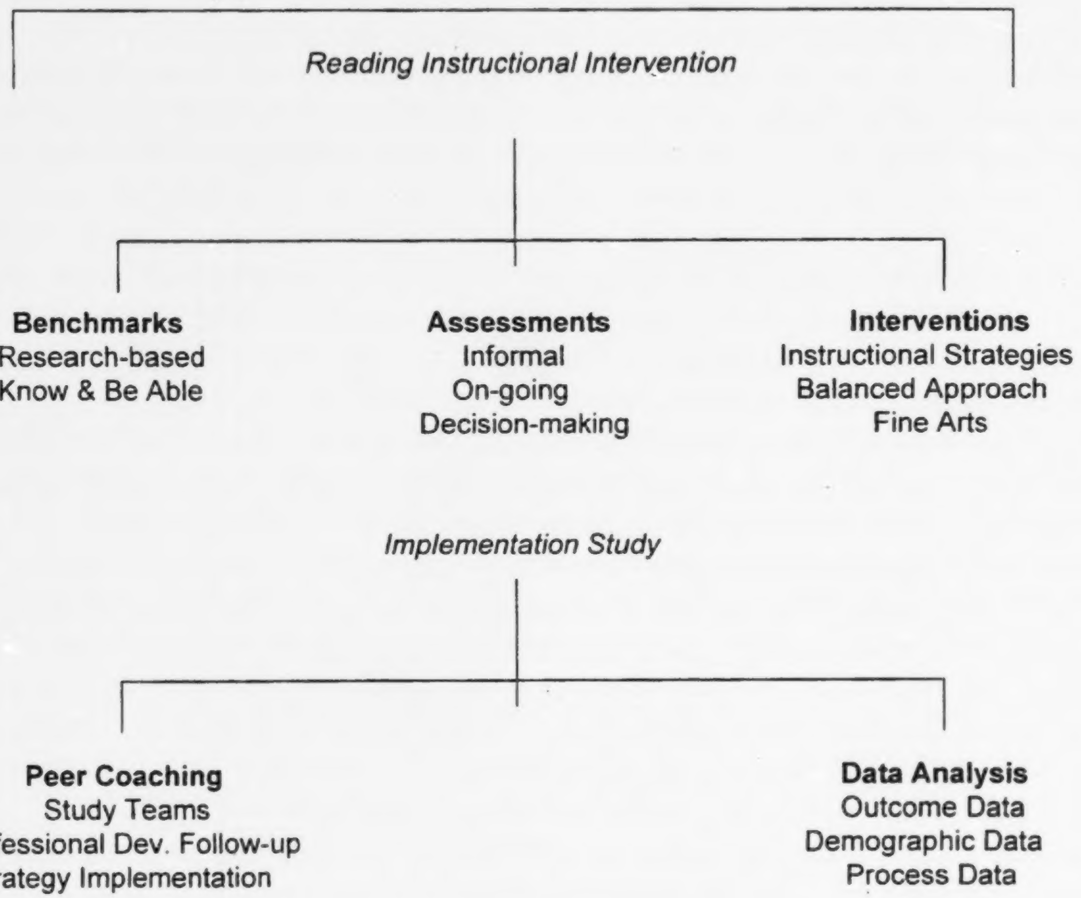
4-8 competencies:

- Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking.
- Acquire and use appropriate vocabulary and spelling concepts.

By utilizing these resources, teachers and administrators can ensure instruction of their students to meet competencies mandated in the Language Arts Framework. Educators will be able to create a foundation for improving student performance that is grounded in research-based predictors of reading and writing success and instructional practices.

THE INTERVENTION PROCESS

The Process of Intervention



Reading Instructional Intervention

Benchmarks
Research-based
Know & Be Able

Assessments
Informal
On-going
Decision-making

Interventions
Instructional Strategies
Balanced Approach
Fine Arts

Implementation Study

Peer Coaching
Study Teams
Professional Dev. Follow-up
Strategy Implementation

Data Analysis
Outcome Data
Demographic Data
Process Data

Decoding
Diagnosis and Intervention Form

Student ______________________ Date Prescribed ________

Teacher ______________________

Cueing Systems: Miscue Analysis

Graphophonic Similarities

☐ Initial ☐ Medial ☐ Final

Syntactic: Most miscues were

☐ acceptable ☐ unacceptable

Semantic: Most miscues caused

☐ ch. in meaning ☐ no ch. in meaning

Types of Miscues

☐ Omissions ☐ Insertions

☐ Substitutions ☐ Aided words

☐ Repetitions ☐ Reversals

Reader Self-Corrects

☐ a lot ☐ sometimes ☐ seldom

Fluency Analysis (Circle)

1 = labored, disfluent reading/very slow pace

2 = slow and choppy reading/slow pace

3 = poor phrasing/intonation/reasonable pace

4 = fairly fluent reading/good pace

Diagnosis Form

The reader's strength is ______________________

____

____

The reader's weakness is ______________________

____

____

Intervention Prescription

____

____

____

Intervention Evaluation (Circle one) 1 2 3

Comments: ______________________

____

*1 requires additional intervention

Comprehension
Diagnosis and Intervention Form

Student ____________________ Date Prescribed ________

Teacher ____________________

Predictions
- ☐ Reader most often made a logical prediction from the title.
- ☐ Reader most often made a logical prediction from the first two sentences.

Reader had prior knowledge of
- ☐ many passages
- ☐ some passages
- ☐ few passages

Retelling Analysis: The reader most often retold
- ☐ many details, logical order
- ☐ some details, some order
- ☐ few details, disorder

Reader's Strength(s)
- ☐ Retells in Fact (RIF)
- ☐ Puts Information Together (PIT)
- ☐ Combines Author and Reader (CAR)
- ☐ Evaluates and Substantiates (EAS)

Reader most often summarizes

☐ adequately ☐ not adequately

Diagnosis

The reader's strength ____________________

The reader's weakness ____________________

Intervention Prescription

____

Intervention Evaluation (Circle one) **1 2 3**

Comments: ____________________

*1 requires additional intervention

Peer Coaching Study Teams
Reading Diagnosis and Intervention Prescription Form

Student ______________________ Date Prescribed ________

Teacher ______________________

Decoding

Strength ______________________

Weakness ______________________

Intervention Prescription

____

Comprehension

Strength ______________________

Weakness ______________________

Intervention Prescription

____

Intervention Evaluation (Circle one) 1 2 3

Comments: ______________________

*1 requires additional intervention

Mechanics and Usage
Diagnosis and Intervention Form

Student ______________________ Date Prescribed ________

Teacher ______________________

	Acceptable	Unacceptable
Capitalization	☐	☐
Spelling	☐	☐
Period	☐	☐
Comma	☐	☐
Quotation Marks	☐	☐
Comma Splice	☐	☐
Word Choice	☐	☐
Beginning Paragraph	☐	☐
Sentence Fragment	☐	☐
Run-on Sentence	☐	☐

Diagnosis

The writer's strength is ______________________

The writer's weakness is ______________________

Intervention Prescription

____

Intervention Evaluation (Circle one) **1** **2** **3**

Comments: ______________________

*1 requires additional intervention

Structure
Diagnosis and Intervention Form

Student ______________________________ Date Prescribed ________

Teacher ______________________________

Sentence Patterns

- ☐ S + V
- ☐ S + V + DO
- ☐ S + V + IO + DO
- ☐ S + LV + PA
- ☐ S + LV + PN
- ☐ S + V + DO + OC

Concepts of Comprehension

- ☐ Specific details
- ☐ Relevant content
- ☐ General details

Concepts of Meta-Cognitive Awareness

- ☐ Connects background knowledge
- ☐ Summarizes text and connects to real life

Concepts of Language Development

- ☐ Controls use of mechanics of speaking and writing (vocabulary, sentence structure, language conventions)
- ☐ Organizes details and structures composition

Diagnosis

The writer's strength ______________________________

____

____

The writer's weakness ______________________________

____

____

Intervention Prescription

____

____

____

Intervention Evaluation (Circle one) **1 2 3**

Comments: ______________________________

____

*1 requires additional intervention

Peer Coaching Study Teams
Writing Diagnosis and Intervention Prescription Form

Student ______________________ Date Prescribed ________

Teacher ______________________

Mechanics and Usage

Strength ______________________

Weakness ______________________

Intervention Prescription

____

Structure

Strength ______________________

Weakness ______________________

Intervention Prescription

____

Intervention Evaluation (Circle one) 1 2 3

Comments: ______________________

*1 requires additional intervention

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